BLACKWELL LIBRARY
FEB 8 2002
SALISBURY UNIVERSITY

Salisbury University

FACT BOOK 2001 - 2002

"Facts are stubborn things; and whatever may be our wishes, our inclinations, or the dictates of our passions, they cannot alter the state of facts and evidence."

John Adams



SUA
LD
4881
.S175
F32
2001-02

Prepared by

Institutional Research, Assessment, & Accountability



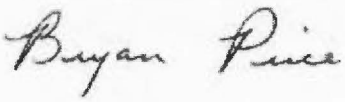
Introduction

The Office of Institutional Research, Assessment, and Accountability is pleased to present the **Salisbury University 2001-2002 Fact Book.** The Fact Book is available in hard copy and on the World Wide Web at **http://www.salisbury.edu/iara/index.htm**.

In 2001, we reorganized the manner in which we approach data review. While this improved our ability to verify the reliability of data and correct any errors within the administrative database, it also resulted in the discovery of several database issues and lengthened the time necessary to produce the Fact Book. Where appropriate, we have made note of the issues that created discrepancies. Over the next year, our office will be working with other SU offices and personnel to further enhance the University's data.

The SU Fact Book provides information to support trend analyses for programmatic review, patterns of enrollment, and demographic profiling of students, staff, and faculty. Chapters incorporate information relative to instructional support, faculty workload, salary analyses, and peer comparisons. Additionally, the Fact Book includes data that profile the University, recount an abbreviated institutional history, and present the SU Mission and MFR statements. The publication provides an abundance of trended, multiyear data to support information-based analyses and management-level decision-making and should be utilized accordingly. If you have any questions regarding the data or require any related assistance, please do not hesitate to contact us. Additionally, as with any publication of this magnitude, there is room for improvement. There may be charts or graphs that do not communicate information as effectively as they could, may be missing explanatory notes, or may contain, despite our extensive crosschecks, apparent inconsistencies. If you discover any data that meets any of these criteria, please do not hesitate to contact us.

Bryan Price



Director,
Institutional Research, Assessment, & Accountability
January 2002

BLACKWELL LIBRARY
SALISBURY UNIVERSITY
SALISBURY, MD. 21801

SUA
LD
4881
.S175
F32
2001-02

TABLE OF CONTENTS

General Information

SU Profile, **Fall 2001** 1
Summary of Student Characteristics, **Fall 2001** 4
University Environment 5
History of the University 6
Table 1: Headcount and FTE Enrollments, **AY 1996-77 through 2001-02** 7
Figure 1: FTE Enrollment: Academic Years **1976-77 through 2001-02** 7

Total Enrollment & Demographics

Table 1: Total *Institutional* Enrollment**: 1997- 2001** 8
Figure 1: Full-Time and Part-Time Institutional Enrollment: 1997-2001 8
Table 2: Total *Institutional* Enrollment by Classification, Race/Ethnicity, and Status: **Fall 2001** 9
Figure 2: Total *Institutional* Enrollment: Headcount, FTE, F/T, and P/T Students**: 1997-2001** 10
Figure 3: Total *Institutional* Enrollment Since 1980 10
Table 3: Total *Institutional* Enrollment by Race/Ethnicity, Sex, and Status**: Fall 2001** 11
Figure 4: Total *Institutional* Enrollment by Race/Ethnicity: **Fall 2001** 11
Table 4: Total *Institutional* Enrollment by Age and Sex: **1997-2001** 12
Table 5: Total *Institutional* Enrollment by State**: 1997-2001** 13
Figure 5: **Fall 2001** Total Enrollment Residency by Region Map 14
Table 6: Total *Institutional* Enrollment by County of Residence: **1997-2001** 15
Table 7: Total Enrollment by Foreign Country, **Fall 2001** 16

Program Enrollments, Degrees, and Student Credit Hours: Institutional Summaries

Table 1: *Institutiona*l Enrollment by School & Discipline: **Fall 1997 to Fall 2001** 17
Table 2: Enrollment, Student Credit Hours, and FTE Winter Terms and Summer Sessions 1988 to 2001 18

Degrees

Table 1: Number of Minors by School and Program**: 2000-2001 Degree Recipients** 19
Table 2: Degrees Awarded by Program and Race: **Academic Year 2000-2001** 20
Table 3: Degrees Awarded Alphabetically by Program**: AY 1996-97 to 2000-2001** 21
Table 4: Degrees Awarded by Academic Years**: AY 1996-97 through 2000-01** 22
Figure 1: Degrees Awarded by Academic Years: **AY 1996-97 through 2000-01** 22
Table 5: Degrees Awarded by Race**: 1996-97 through 2000-01** 23
Figure2: Percent of Master's Degrees Awarded to Minority Students: **1996-97 through 2000-01** 23

Student Credit Hours

Table 1: HEGIS and CIP Codes 24
Table 2: Total Student Credit Hours and FTES by discipline & Course Level: **Fall 2001** 25
Table 3: DAY Courses (8:00 am to 5:00 pm) Student Credit Hours and FTES By Discipline and Course Level**: Fall 2001** 26
Table 4: NIGHT Courses (After 5:00 pm) Student Credit Hours and FTES By Discipline and Course Level**: Fall 2001** 27
Table 5: Total Student Credit Hours by Department**: Fall Enrollment 1997-2001** 28
Table 6: Analysis of Annualized FTE, **FY 1993 through FY 2001** 29
Figure 1: Total Headcount Verses Annual FTE, Fall 1992 to Fall 2001 29
Table 7: Annual Student Credit Hour Production by School, Discipline, and Level Academic Year **1996-97 to 2000-01** 30
Table 8: Annual SCH Production by School and Discipline, and Semester**, 1996-97 through 2000-01** 32

Undergraduate Enrollment & Demographics

Table 1: Total UNDERGRADUATE Fall Enrollment: **1997-2001** 34
Figure 1: Full-time and Part-Time Undergraduate Enrollment**: 1997-2001** 34
Table 2: Total UNDERGRADUATE Enrollment by Race/Ethnicity, Sex, and Status**: Fall 2001** 35
Figure 2: **Fall 2001** Undergraduate Enrollment by Known Race/Ethnicity 35

Undergraduate Enrollment & Demographics cont.

Figure 3: Salisbury University Percentage of Minority Undergraduates 36
Figure 4: Salisbury University Comparison of Non-minority and Minority Undergraduate Enrollments 36
Figure 5: Salisbury University Diversity Comparison among Maryland Public Institutions Undergraduate Enrollment, Fall 2000 36
Table 3: Total UNDERGRADUATE Enrollment by Classification, Race/Ethnicity, and Status: **Fall 2001** 37
Table 4: Total UNDERGRADUATES by Age and Sex: **1997-2001** 38
Table 5: Total UNDERGRADUATE Enrollment by County of Residence: **1997-2001** 39
Figure 6: Maryland UG Enrollment by County, **Fall 2001** Maryland Map 40
Table 6: Total UNDERGRADUATE Enrollment by State: **1997-2001** 41
Figure 7: **Fall 2001** UG Enrollment Residency by Region Map 42
Table 7: Student Housing, Full-Time Matriculated Undergraduates: **Fall 1997 to Fall 2001** 43
Table 8: Fall 2001 On-Campus Residence by Gender 43

Program Enrollments, Degrees, and Student Credit Hours: Undergraduate Summaries

Table 1: UNDERGRADUATE Enrollment by School, Discipline, Class, & Status: **Fall 2001** 44
Table 2: UNDERGRADUATE Enrollment by School & Discipline: **Fall 1997 to Fall 2001** 45
Table 3: Secondary Education Track Enrollment by Major and Classification, **Fall 2001** 46
Figure 1: Secondary Education Enrollments, **Fall 2001** 46

Degrees

Table 1: UNDERGRADUATE Degrees Awarded by School, **1996-97 through 2000-01** 47
Table 2: BACHELOR Degrees Awarded by Academic Years: **AY 1996-97 through 2000-2001** 48
Figure 1: Bachelor Degrees Awarded **2000-01** 48
Table 3: Number of UNDERGRADUATE Students Graduating with a Secondary Education Track By Major: **AY 1996-1997 to AY 2000-2001** 48
Table 4: **2000-01** UNDERGRADUATE Degrees Awarded by Major and Track 49
Table 5: **2000-01** Degrees Awarded by Major and Concentration 49

Student Credit Hours

Table 1: UNDERGRADUATE Student Credit Hours by Department: Fall Enrollment 1997-2001 50

Retention and Graduation Rates, Freshmen and Transfer: Summaries, Grades, and Undergraduate Financial Aid

Retention and Graduation

Table 1: SU Retention and Graduation Statistics for Freshman Class Cohorts, Fall 1985–Fall 2000 51
Table 2: SU Retention and Graduation Statistics for Freshmen Class Cohorts- BY RACE/ETHNICITY Fall 1985 through Fall 2000 52
Table 3: SU Retention and Graduation Rates for Freshman Class Cohorts- BY GENDER Fall 1985 through Fall 2000 54
Figure 1: SU Six-Year Graduation Rate Comparison Among MD Public Institutions – ALL STUDENTS 55
Figure 2: SU Six-Year Graduation Rate Comparison Among MD Public Institutions – White, non-Hispanic Students at HBCUs and African-American Students At non-HBCUs 55
Figure 3: Comparison of 4,5, and 6 Graduation Rates Among Selected USM Institutions First-time, Full-time, Degree-seeking Freshmen Graduating from any USM Institution by Institution of First Enrollment 56
Table 4: Comparison of Average Graduation Rates Among Selected USM Institutions 56

Freshmen and Transfer

Table 1: Enrollment by Residence and Race/Ethnicity, **Fall 2001** 57
Table 2: Top Feeder High Schools to Salisbury University, **Fall 2001** 58
Table 3: Applications/Acceptances/Enrollment, First-Time Freshmen, **Fall 1997 to Fall 2001** 59
Table 4: Applications/Acceptances/Enrollment, Transfer Students, **Fall 1997 to Fall 2001** 60
Table 5: Applications/Acceptances/Enrollment by Race/Ethnicity, First-Time Freshmen, **Fall 2001** 61
Table 6: Applications/Acceptances/Enrollment by Race/Ethnicity, Transfer Students, **Fall 2001** 61
Table 7: SAT Score Ranges, New Freshmen, **Fall 1997 – Fall 2001** 62
Table 8: Comparison of MEAN SAT scores at Salisbury University, State-wide, and Nationally: **Fall 1997 – 2001** 63
Figure 1: Salisbury University First-Time Freshmen MEAN SAT Scores, 1997-2001 63
Figure 2: **2001** SAT Mean Scores, National, State, & SU 63

Freshmen and Transfer cont.

Figure 3: Comparison of SAT Scores by Percentiles for SU, State, and National 63
Table 9: Student Transfers Full and Part-time Undergraduates by Maryland Institution Previously Attended: **Fall 1997 to Fall 2001** 64
Table 10: Transfer Patterns to Salisbury University, **Fall 1996 – Fall 2001** 65
Table 11: Retention & Graduation Rates for Transfer Students, Fall 1993 through Fall 2000 Classes 65

Grades

Table 1: Undergraduate Grade Distribution: Fall 1996 to Fall 2000 66
Figure 1: Percentage of Grade Distribution: **Fall 2000** 66
Figure 2: Percentage of Grade Distribution: **Fall 1996** 66
Table 2: Mean Semester Grade Point by Class and Sex: **Spring 1995 – Spring 2001** 67

Undergraduate Financial Aid

Table 1: Undergraduate Financial Aid Awards Summary, **1997-98 to 2000-01** 68
Table 2: SU Financial AID Comparisons Among Maryland Public Institutions, **FY 2000** 69
Figure 1: SU Select Financial Aid Comparisons Among Select Maryland Public Institutions by Type of Aid in **FY 2000** 70
Figure 2: Financial Aid Comparison Among MD Public Institutions by Type of Aid in FY 2000 71

Graduate Enrollment & Demographics

Enrollment

Table 1: Total *Graduate* Enrollment: **1997-2001** 72
Figure 1: Total Graduate FTE & Headcount Growth, Headcount Increase: 1997-2001 72

Demographics

Table 1: Total Graduate Enrollment by Race/Ethnicity, Sex, & Status, **Fall 2001** 73
Figure 1: Fall 2001 Graduate Enrollment by Known Race/Ethnicity 73
Table 2: Total Graduate Demographics: **1997-2001** 74
Figure 2: Total Graduate Enrollment by Race/Ethnicity: **Fall 2001** 74
Table 3: Total Graduate Enrollments by Age and Sex: **1997-2001** 75
Table 4: Gra*duate* Enrollment by State: **1997-2001** 76
Figure 3: **Fall 2001** Graduate Enrollment by Residency by Region Map 77
Table 5: Total G*raduate* Enrollment by County of Residence: **1997-2001** 78
Table 6: *Graduate* Enrollment by Program, Race, and Status: **Fall 2001** 79
Figure 4: Graduate Stratification by Race 79
Table 7: *Graduate* Student Credit Hours by Department: Fall Enrollment **1997-2001** 80
Table 8: Enrollment in *Graduate* Degree Programs by School, Discipline: **Fall 1997 to Fall 2001** 80
Table 9: Gr*aduate* Degrees Awarded by Program: **1996-97 through 2000-01** 81
Figure 5: Degrees by Programs: FY 2000-01 81
Figure 6: Total Graduate Degrees: 1996-97 through 2000-01 81
Table 10: **2000-01** Graduate Degrees Awarded by Major and Track 82
Table 11: *Graduate* Non-Degree Enrollment: **1997-2001** 83
Figure 7: Total Graduate Non-Degree FTE & Headcount Growth: **1997-2001** 83
Table 12: *Graduate* Grade Distribution: **1996-2000** 84
Figure 8: Graduate Grade Distribution: **Fall 2000** 84
Table 13: *Graduate* Financial Aid Awards Summary, **Fiscal Year 1997-98 to 2000-01** 85

Faculty and Staff

Faculty

Table 1: Summary of Faculty Characteristics, **Fall 1997 – Fall 2001** 86
Table 2: Faculty Tenure Status by Rank, Department, and School, **2001-2002** 87
Table 3: Full-Time Faculty by Race, Sex, School, and Department, **Fall 2001** 88
Table 4: Full-Time Faculty by Rank, Sex, & School, **Fall 2001** 89
Figure 1: Average Years of Faculty Service and Age by Rank, **Fall 2001** 89
Table 5: Average Years of Service and Age of Core Faculty by Rank 89
Table 6: Highest Degree Awarded to Tenured/Tenure Track Faculty by State and Institution, **Academic Year 2001-2001** 90
Figure 2: All Full-Time Faculty Percentage of Highest Degree, Fall 2001 91
Table 7: Highest Degrees Awarded to Full-time Contractual Faculty by State and Institution, **Academic Year 2001-2002** 91
Table 8: SU Faculty Salary Comparison, **AY 2001-2002** 92
Figure 3: Assistant Professor Salaries Above or Below AAUP 85th Percentile 93
Figure 4: Associate Professor Salaries Above or Below AAUP 85th Percentile 93

o:\fb0102\table of contents.01

Faculty Cont.

Figure 5: Full Professor Salaries Above or Below AAUP 85th Percentile ... 93
Table 9: Faculty Salary Percentiles USM Institutions: FY 1997 – FY 2001 ... 94
Table 10: Faculty Salaries at 85th Percentile of Master's Research I & Research Universities, **FY 1997-FY 2001** ... 94
Table 11: Faculty Salaries: USM Institutions, AY 2000-2001 ... 95
Figure 6: Comparison of AY 2000-2001 Average Salaries among USM Institutions ... 95
Table 12: Salisbury University NON-INSTRUCTIONAL PRODUCTIVITY Fall 2000-Spring 2001 Report on Faculty Teaching Workload ... 96
Figure 7: Comparison of other Scholarly Activities per FTEF Among USM Institutions in AY 2000-2001 ... 96
Figure 8: Dollar Amount per FTEF of Externally Funded Grants and Contracts Awarded in AY 2000-2001 ... 96
Figure 9: Comparison of Public Service Days per FTEF Among USM Institutions In AY 2000-2001 ... 96
Table 12: SU Non-Instructional Productivity Fall 2000-Spring 2001 Report on Faculty Teaching Workload cont. ... 97
Figure10: Percent of Faculty Teaching the Standard Load in Ay 2000-2001 ... 98
Figure11: Course Exceptions to Standard Load in AY 2000-2001 ... 98
Figure12: Ratio of Course Unit Exceptions for Sabbatical to Core Faculty, AY 1999-2000 ... 98
Table 13: SU SCHs Generated by Division & Faculty Type, Academic Year 2000-2001 ... 99
Figure 13: SCHs Generated by Division & Faculty Type at SU ... 99
Figure 14: Lower-Division SCHs Generated by Faculty Type in AY 2000-2001 ... 99
Figure 15: Upper-Division SCHs Generated by Faculty Type in AY 2000-2001 ... 99
Figure 16: Grad Division SCHs Generated by Faculty Type in AY 2000-2001 ... 99
Table 14: Salisbury University SCHs Generated by Division and Faculty Type in the Fulton School of Liberal Arts, AY 2000-2001 ... 100
Figure17: Fulton School of Liberal Arts SCHs Generated by Faculty Type ... 100
Table 15: Salisbury University SCHs Generated by Division and Faculty Type in the Henson School of Science & Technology, AY 2000-2001 ... 101
Figure18: Henson School of Science and Technology SCHS Generated by Faculty Type ... 101
Table 16: Salisbury University SCHs Generated by Division and Faculty Type in the Perdue School of Business, AY 2000-2001 ... 102
Figure19: Perdue School of Business SCHs Generated by Faculty Type ... 102
Table 17: Salisbury University SCHs Generated by Division and Faculty Type in the Seidel School of Professional Studies, AY 2000-2001 ... 103
Figure 20: Seidel School of Professional Studies SCHs Generated by Faculty Type ... 103

Staff

Table 1: Number of Employees by Occupational Category, Race/Ethnicity, and Status, **Fall 2001** ... 104
Table 2: Number of Employees by Occupational Category and Status, **Fall 1997 – Fall 2001** ... 105

Institutional Mission & Planning

SU Organizational Chart, 2001-2002 ... 106
Board of Regents University System of Maryland ... 107
SU Mission Statement (1996) & The Strategic Plan, 1998-2003 (February 1998) ... 108
SU Management for Results (MFR) ... 118
Student Learning Goals ... 122
Table 1: SU Peer Performance Data, **August 2001** ... 124
Table 2: SU SCH to FTEF Ratio, AY 1996-1997 through 2000-2001 ... 125
Table 3: SU Students to Faculty Ratio, AY 1997 – AY2001 ... 126
Table 4: SU Census Demographics and Projections, Years 2000, 2005, 2010 ... 127
Table 5: SU Enrollment Projections through 2011 ... 128
SU Campus Map ... 129

Miscellaneous

Table 1: Tuition and Fees ... 130
Figure 1: **2001-2002** Data Comparison USM Tuition to SU ... 130
Table 2: Operating Revenue: Sources: **Fiscal Year 1996-Fiscal Year 2000** ... 131
Table 3: Operating Revenue: Expenditures: **Fiscal Year 1996-Fiscal Year 2000** ... 132
Table 4: Office of Grants and Sponsored Research Funding Report, **FY 2001** ... 133
Table 5: Library Collections and Transactions, **Fall 1997 through Fall 2001** ... 134
Table 6: Physical Facilities Inventory, **Fall 2001** ... 135

o:\fb0102\table of contents.01

GENERAL INFORMATION

Salisbury University is a regional comprehensive university emphasizing undergraduate liberal arts, sciences, pre-professional and professional programs, and select, mostly applied, graduate programs. The University creates a superior, active, and engaged relationship between academic programs, the faculty, staff, and students and unites diverse and highly qualified faculty and staff in serving academically capable students from both the Western and Eastern Shores of Maryland and other states and nations. Salisbury University prepares its graduates to pursue careers in a global economy and for meeting the State's workforce needs. The University promotes and supports applied research, diversity initiatives, targeted outreach programs, K-16 partnerships, cultural events, and civic engagement in all aspects of community life. Salisbury University recognizes excellence, student-centeredness, learning, community, civic engagement, and diversity as the fundamental values on which it is founded and upon which it serves the State of Maryland.

Salisbury University Mission Statement
(Managing For Results, 2001)

Salisbury University Profile
FALL 2001

Founding Date: 1925 **Location:** Wicomico County, Maryland

8th President: Janet E. Dudley-Eshbach, Ph.D.
(Appointed July 1, 2000)

Carnegie Classification: **Master's I**

Accreditations:

American Chemical Society Committee on Professional Training (ACS-CPT)
The Association to Advance Collegiate Schools of Business (AACSB International)
Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Council on Social Work Education (CSWE)
Middle States Association of Colleges and Schools
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
National Council for Accreditation of Teacher Education (NCATE)
National Environmental Health Science & Protection Accreditation Council (NEHSPAC)
National League for Nursing Accrediting Commission (NLNAC)

Total Headcount Enrollment:

6,682	Total
13.6%	*increase* from Fall 1991 (5,884)
11.2%	*increase* from Fall 1995 (6,010)
4.1%	*increase* from Fall 2000 (6,421)

Headcount Demographics:

	UG	Grad	Total
F/T	5280	118	5398
P/T	780	504	1284
Total Enrollment	**6060**	**622**	**6682**
Female	57%	72%	58%
Male	43%	28%	42%
Ethnicity			
African-American	7.8%	7.8%	7.8%
American Indian	.3%	.3%	.3%
Asian/Pacific Islander	2.0%	.7%	1.9%
Hispanic	1.4%	.8%	1.4%
International	.7%	3.2%	.9%
Total Minority & International	**12.2%**	**12.8%**	**12.2%**
% In State	**81.6%**	**83.3%**	**81.8%**
% Out of State	18.4%	16.7%	18.2%
Countries Represented	28	15	37
States Represented	34	17	38

Student/Faculty Ratio	**17:1** (FTES/FTEF)		
Average credit hours per undergraduate student:	13.62 (All)	14.78 (F/T)	5.70 (P/T)
Average credit hours per graduate student:	5.26 (All)	10.57 (F/T)	4.02 (P/T)
Lecture courses w/ < 20 students: **29%**	Lecture courses w/ 20-40 students: **66%**		
Lecture course w/ > 40 students: **5%**	Average class size: **24.6**		
1,459 course sections between 8 a.m. & 10 p.m. (including labs and independent sections)			

Undergraduate Degree Programs: 34 (offering the B.A., B.S., B.A.S.W., B.F.A.)

• Accounting	• Economics	• Info. Systems Management	• Political Science
• Art	• Elementary Education	• Interdisciplinary Studies	• Psychology
• Athletic Training	• English	• Mathematics	• Respiratory Therapy
• Biology	• Environmental Health	• Medical Technology	• Social Work
• Business Administration	• Fine Arts	• Music	• Sociology
• Chemistry	• French	• Nursing	• Spanish
• Communication Arts	• Geography	• Philosophy	• Theatre
• Computer Science	• Health Education	• Physical Education	
• Conflict Resolution	• History	• Physics	

Graduate Programs: 9

• Applied Health Physiology (M.S.)	• Nursing (M.S.)
• Business Administration (M.B.A.)	• Public School Administration (M.Ed.)
• Education (M.Ed.)	• Social Work (M.S.W.)
• English (M.A.)	• Teaching (M.A.T.)
• History (M.A.)	

Enrollment in Most Popular Majors:

842 (13.9%) Business Administration	332 (5.5%) Physical Education
738 (12.2%) Elementary Education	292 (4.8%) Psychology
482 (8.0%) Communication Arts	247 (4.1%) Nursing
437 (7.2%) Biology	193 (3.2%) History

Degrees Conferred AY 2000-01: 1,285 Bachelors, 145 Master's

Resident Population on Campus: 1,681 (32% of full-time undergraduates)

National & International Honor Societies: **20**

Age of Students:	**Average Age of all students = 23.5**
89% of all **undergraduates** are age 24 and younger	**17.4%** of the **total student body** is age 25 and older
Average Age of all undergraduates = **22.5**	Average Age of all graduate students = **34**

Freshman to Sophomore Retention Rate: **82.5%** (5-year average)

Six-year Completion Rate: **67.0%** (5-yr. Average; MHEC rates for SU—includes transfer-out completers)
59.0% (5-yr. Average; Salisbury University students only)

Freshman Admissions, Fall 2001

4,978 applied	2,598 accepted	942 enrolled
	52% acceptance rate	36% enrollment yield

Financial Aid Recipients for FY 2001

4,063 UG recipients	$26,747,371
217 graduate recipients	$ 1,134,713

Undergraduate Tuition & Fees AY 2001-02

Annual In-state:	$4,486
Annual Out-of-state:	$9,942

Fall 2001 Comparison of SAT Scores by Percentile[1] for SU, Maryland, and the Nation

	Salisbury University			Maryland[3]			Nation[3]		
	Verbal	Math	Comb[2]	Verbal	Math	Comb[2]	Verbal	Math	Comb[2]
25th	510	520	1030	430	430	860	430	440	870
50th	550	570	1120	510	510	1020	500	510	1010
75th	590	610	1200	590	600	1190	580	590	1170

[1]F/T Undergrads w/ SATs [2]Comb=the sum of verbal and math [3]Source: College Board

Faculty Demographics:

Full-Time*	**291**
Tenure/Tenured Track	**241**
Average length of service	13
% with Terminal Degree	**90%**
% with Ph.D.	87%
Full-Time Contractual	**50**
% with Terminal Degree	22%
% with Ph.D.	18%
Part-Time Contractual	163
Total Faculty	454
Female	218
Male	236
Faculty teaching UG courses	454
Faculty instructing at least one graduate course/section	66

* Terminal degrees representing 103 institutions of higher education in 42 states, the District of Columbia, and 4 foreign countries.

Grants and Sponsored Research Awards :

FY 1996	$1,346,586
FY 1997	$1,325,984
FY 1998	$2,002,611
FY 1999	$2,370,532
FY 2000	$3,222,511
FY 2001	$5,065,542

Source: Office of Grants & Sponsored Research

Private Support

Fiscal Year	Receipts for Support	Disbursements for Support	Gross Assets
1996	$3,388,310	$1,981,650	$20,174,682
1997	$5,027,514	$1,204,260	$22,221,379
1998	$5,779,046	$2,385,255	$26,498,293
1999	$6,858,211	$2,719,064	$32,534,437
2000	$6,221,199	$2,959,897	$36,399,079
2001	$1,993,754	$3,512,711	$32,845,071

Source: SU Foundation, Inc.

Operating Budget: FY 01 Actual	$81,800,313
Projected Budget: FY 02	$82,281,950
Source: Office of Administration & Finance	

Physical Plant: 143.97 acres
46 buildings, including 10 residence halls
Total Gross Square Footage: **1,278,378**

Blackwell Library: **251,991** bound volumes; **232,267** government documents;
10,674 audiovisual items;
1,678 current periodical subscriptions, special collections of maps, art prints, etc.

Summary of Student Characteristics: Fall 2001

HEADCOUNT	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate	5280	780	**6060**	90.7%
Graduate	118	504	**622**	9.3%
Total	**5398**	**1284**	**6682**	**100%**

GENDER	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate Males	2295	333	**2628**	43.4%
Undergraduate Females	2985	447	**3432**	56.6%
Total Undergraduates	**5280**	**780**	**6060**	**100%**
Graduate Males	46	128	**174**	28.0%
Graduate Females	72	376	**448**	72.0%
Total Graduates	**118**	**504**	**622**	**100%**
Total Males	2341	461	**2802**	41.9%
Total Females	3057	823	**3880**	58.1%
Total Enrollment	**5398**	**1284**	**6682**	**100%**

RACE/ETHNICITY*	Full-Time	Part-Time	TOTAL	% of Total
First-time Freshmen				
African-American	85	1	**86**	9.6%
White	746	-	**746**	83.3%
Other	58	-	**58**	6.5%
International	6	-	**6**	0.7%
Unknown	46	-	**46**	
Total First-time Freshmen	**941**	**1**	942	**100%**
Undergraduate African-American	298	152	450	7.8%
Undergraduate White	4499	560	5059	87.7%
Undergraduate Other	195	26	221	3.8%
Undergraduate International	36	3	39	0.7%
Undergraduate Unknown	252	39	291	
Total Undergraduate	**5280**	**780**	6060	**100%**
Graduate African-American	3	43	46	7.8%
Graduate White	90	427	517	87.2%
Graduate Other	5	6	11	1.9%
Graduate International	14	5	19	3.2%
Graduate Unknown	6	23	29	
Total Graduates	**118**	**504**	622	**100%**
Total African-American	301	195	**496**	7.8%
Total White	4589	987	5576	87.6%
Total Other	200	32	232	3.6%
Total International	50	8	58	0.9%
Total Unknown	258	62	320	
TOTAL ENROLLMENT	**5398**	**1284**	6682	**100%**

***Percentages are based on KNOWN population.**

AGE	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate 24 & under	4972	418	5390	88.9%
Undergraduate 25 & over	308	362	**670**	11.1%
Total Undergraduates	**5280**	**780**	6060	**100%**
Graduates 24 & under	55	51	**106**	17.0%
Graduates 25 & over	63	453	**516**	83.0%
Total Graduates	**118**	**504**	622	**100%**
Total 24 & under	5027	469	5496	82.3%
Total 25 & over	371	815	**1186**	17.7%
Total Enrollment	5398	1284	6682	100%

DOMICILE	Full-Time	TOTAL	% of Total
Full-Time Undergraduates			
Eastern Shore, MD	1351		25.6%
Western Shore, MD	2921		55.3%
Out-of-State	968		18.3%
International	40		0.8%
Total Full-Time Undergraduates	**5280**		**100%**
Total Enrollment			
Eastern Shore, MD		**2309**	34.6%
Western Shore, MD		**3151**	47.2%
Out-of-State		**1159**	17.3%
International		**58**	0.9%
Other foreign		**5**	0.1%
TOTAL		**6682**	**100%**

o:\Fb01-02\summary.xls

UNIVERSITY ENVIRONMENT

Salisbury University is the largest higher education institution on the Eastern Shore of Maryland with a fall 2001 headcount enrollment of 6,682 students and 5,768 FTE (Full-time Equivalent) students.

The University is located in Salisbury, which is centrally located on the Eastern Shore of Maryland. The Eastern Shore of Maryland is that part of the Delmarva Peninsula in Maryland between the Chesapeake Bay on the west and the Atlantic Ocean on the east; the State of Delaware borders portions of the region to the north and the east, while the State of Virginia's Eastern Shore lies to the south.

First explored by Captain John Smith, the Shore retains much of its historical charm and natural beauty. Because of its miles of shoreline and many rivers, the Eastern Shore has become known for its recreational appeal. Tourism and both recreational and commercial fishing remain important sources of income. Agriculture has continued as an important industry since European settlers first arrived in the early 1600's. The Atlantic beaches, relatively mild winter temperatures, and leisurely lifestyle attract both summer vacationers and permanent residents. As the population has increased and the economy diversified, more people have become employed in manufacturing, wholesale and retail trade, and professional services. According to the Maryland Department of Planning, the 2000 nine county population of the Eastern Shore was 395,890. This figure represents a 33.5% increase from the 1980 census (296,620) and 15.2% from the 1990 census (343,769). The population is projected to increase by approximately 5% between 2000 and 2005.

Salisbury, which is the industrial, commercial, educational, and transportation hub of the Eastern Shore, is its largest city with a municipal population of 23,743. Located at the crossroads of Routes 50 and 13 and along the Wicomico River, Salisbury is the county seat for Wicomico County and a major distribution point for supplies and materials to the region. Unknown to many, Salisbury is the second largest port in Maryland after Baltimore. Its Salisbury/Ocean City Wicomico Regional Airport is also the state's second largest after Baltimore-Washington International. Manufacturing and processing industries employ the largest number of residents, but both wholesale and retail firms and service industries are important components of the community's economy.

Salisbury is located 115 miles east of Washington, D.C., 125 miles south of Philadelphia, 120 miles north of Virginia Beach; and 30 miles west of Ocean City, Maryland, which swells to a population of 300,000 during the summer months. Despite its proximity to national and international urban centers, all of which are readily accessible through a well-maintained highway system, the Eastern Shore is largely rural. The 2000 population of Wicomico County was 84,644, an increase of 13.9% from 1990 and 31.1% from 1980. The population is projected to increase by approximately 5% between 2000 and 2005.

Along with its importance as an economic center, Salisbury offers many social and cultural opportunities. Its newspapers, television and radio stations, movie theaters, stores, businesses and industries, museums, libraries, civic center, cultural programs, houses of worship, public and private schools, community college, and university all contribute to an on-going vitality and significance in the life of the Eastern Shore and Maryland.

Five institutions of higher education serve the Eastern Shore of Maryland. Washington College is a private college located in Chestertown, Maryland, and is the northern-most institution on the Eastern Shore. Chesapeake College is a community college located in Wye Mills and primarily serves the five counties of the Upper Shore. In a collaborative adventure among the five Eastern Shore institutions, a regional state-supported higher education center is to be opened in fall 2002 on the Chesapeake College campus. Both Wor-Wic Community College and Salisbury University (SU) are located in Wicomico County. The University of Maryland Eastern Shore (UMES) is located 12 miles to the south in Princess Anne and is a sister institution to SU within the University System of Maryland. In 1998, these five institutions signed an historic Memorandum of Agreement to form the Eastern Shore Association of Colleges (ESAC). The alliance was created to develop inter-institutional strategies to expand educational opportunities for students and to promote the higher education services and economic development of the region.

HISTORY OF THE UNIVERSITY

In 1922, the Maryland State Legislature established a commission to determine a location for a two-year normal school on the Eastern Shore of Maryland. A site at Salisbury was selected by the commission and the Maryland State Normal School at Salisbury was opened in September 1925.

The school offered a two-year course for the preparation of elementary school teachers in Maryland until 1931 and 1934 when respective increases of three and four years were implemented. By action of the Maryland Legislature, the school was authorized to grant the Bachelor of Science degree and to change its name to the State Teachers College at Salisbury.

In 1947, the teacher preparation program expanded to include the junior high school level. In 1960, the program was expanded further to include teacher preparation for the senior high school level. Simultaneously, a four-year program in the arts and sciences, with majors in several academic fields leading to the Bachelor of Arts and the Bachelor of Science degrees was established. In 1962, the State Board of Trustees approved a graduate program leading to the Master of Education degree.

By legislative action, the five state teachers colleges in Maryland became state colleges in 1963 with the word "teachers" deleted from the name, and a new board of trustees was established known as the Board of Trustees of the State Colleges. Under the jurisdiction of this governing board, the major emphasis was placed on the development of the college's undergraduate program, with majors in the arts and sciences as well as professional preparation leading to teaching certification. Concurrently, the institution was renamed Salisbury State College.

Since 1963, the institution has expanded rapidly and presently offers 35 undergraduate majors including professional programs in business administration, social work, medical technology, respiratory therapy, and nursing, in addition to curricula in education and the arts and sciences. The baccalaureate degrees offered include: Bachelor of Arts, Bachelor of Science, Bachelor of Arts in Social Work, and the Bachelor of Fine Arts. In 1971, a program leading to the Master of Arts degree in History was approved; in 1974, a Master of Arts in English was created; and, in 1975, a Master of Arts degree in psychology was established, although the program has been escrowed pending future initiatives. More recently, graduate programs leading to a Master of Business Administration were added in 1981 and a Master of Science in nursing in 1982; a Master of Education with a major in public school administration in 1994; a Master of Arts in Teaching in 1996; a Master of Science in applied health physiology in 2000; and a Master of Arts in Social Work in 2001.

Through legislation effective July 1, 1988, Salisbury State College along with five other institutions formerly governed by the Board of Trustees of the State Universities and Colleges, became a part of the University of Maryland System. On the same date and through separate legislative action, the name of the institution was officially changed from Salisbury State College to Salisbury University. Similarly, the University of Maryland System has since become the University System of Maryland (USM) and consists of 11 degree granting institutions and 2 institutes that are governed by a Board of Regents. The Board is established by statute as a public corporation and charter system charged with the responsibility for governance and management of the USM and constituent institutions, centers, and institutes. Although operating with autonomy, the USM collaborates with the Maryland Higher Education Commission (MHEC), which by statute is given the responsibility for planning and coordinating higher education in the State of Maryland.

In 1999, Salisbury University began internal dialogue in consideration of another change that would remove "State" from its name. After considerable discussion among alumni, faculty, students, staff, and other interested constituents and leaders, the University announced in April 2000 that it would pursue a change in name to Salisbury University. Approval was granted by the Board of Regents, the Maryland Legislature, and the Governor, and on July 1, 2001, the legal name of the institution became Salisbury University.

Table 1:

Headcount and FTE Enrollments
Academic Years 1976-77 through 2001-02

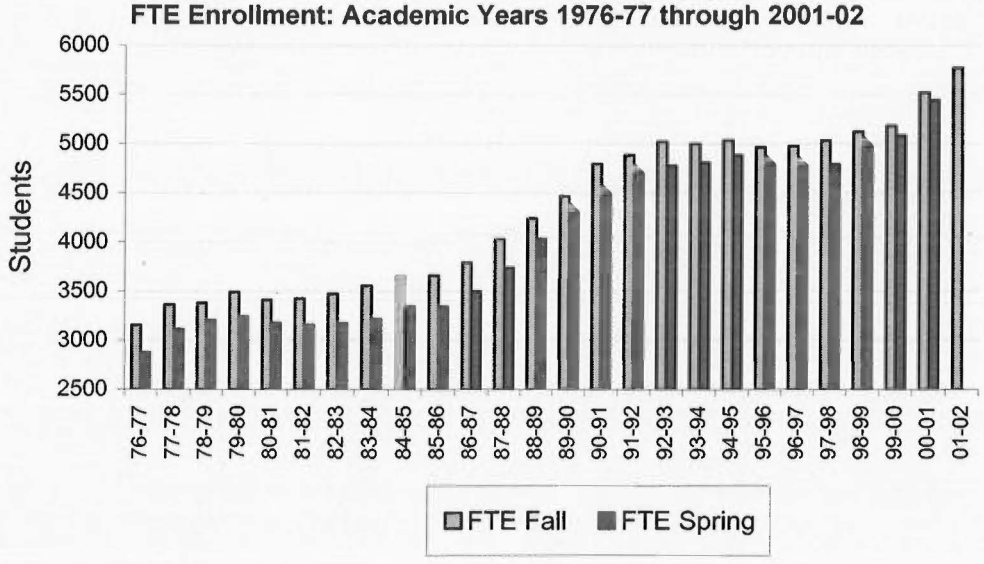
Academic Year	New Full-Time Freshmen	HEADCOUNT		FTE		FY Budget FTE*
		Fall	Spring	Fall	Spring	
76-77	769	4107	3791	3157	2879	3018
77-78	856	4299	3968	3363	3113	3238
78-79	688	4361	4081	3382	3204	3296
79-80	654	4427	4040	3491	3245	3367
80-81	622	4318	3971	3410	3179	3296
81-82	N/A	4349	3995	3426	3161	3293
82-83	659	4341	3967	3475	3177	3326
83-84	721	4488	4029	3557	3217	3385
84-85	811	4485	4178	3652	3349	3501
85-86	711	4507	4163	3661	3345	3503
86-87	685	4708	4442	3790	3500	3645
87-88	803	4960	4692	4032	3737	3884
88-89	855	5260	5044	4241	4035	4138
89-90	773	5447	5263	4467	4300	4384
90-91	659	5734	5398	4794	4487	4641
91-92	711	5884	5669	4883	4693	4788
92-93	634	6022	5719	5017	4775	4896
93-94	726	5956	5749	4995	4806	4901
94-95	680	6048	5909	5031	4881	4956
95-96	650	6010	5763	4962	4788	4875
96-97	685	5947	5775	4976	4768	4872
97-98	874	6022	5711	5035	4792	4913
98-99	928	6080	5887	5122	4976	5049
99-00	856	6060	5926	5181	5085	5133
00-01	930	6421	6244	5519	5445	5482
01-02	**941**	**6682**		**5768**		**5654**

*Average of fall and spring semester FTE (Full-Time Equivalent)

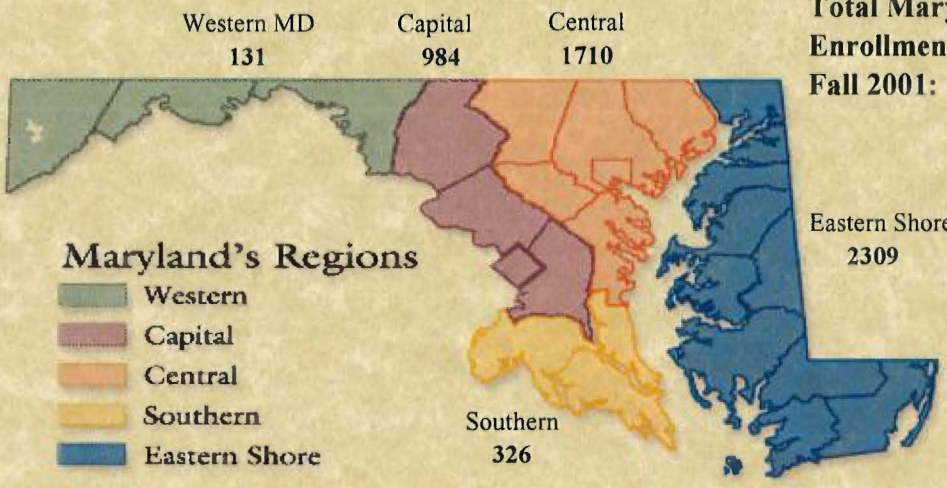
Source: MHEC Enrollment Reports

o:|factbook01-02\headcount & FTE enrollments

Figure 1:

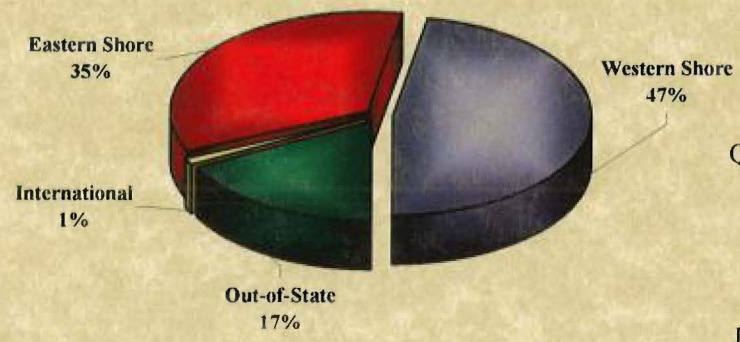


Total Enrollment and Demographics



Total Maryland Enrollment, Fall 2001: 5,460

Fall 2001
Total Enrollment: 6,682



Total Eastern Shore Enrollment, Fall 2001: 2309

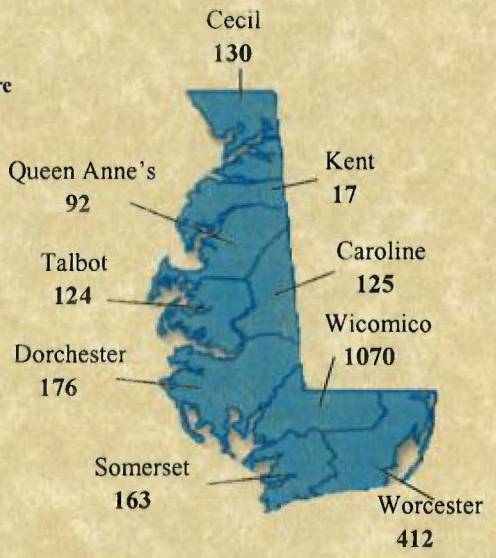


Table 1: **Total *INSTITUTIONAL* Enrollment: 1997-2001**

Fall Semesters	1997	1998	1999	2000	2001
Total Headcount	**6022**	**6080**	**6060**	**6421**	**6682**
% Annual Growth	1.3%	1.0%	-0.3%	6.0%	**4.1%**
Total Men	2470	2541	2541	2713	**2802**
% Men	41.0%	41.8%	41.9%	42.3%	**41.9%**
Total Women	3552	3539	3519	3708	**3880**
% Women	59.0%	58.2%	58.1%	57.7%	**58.1%**
F.T.E.	5035	5122	5181	5519	**5768**
% Annual Growth	1.2%	1.7%	1.2%	6.5%	**4.5%**
Full-Time Students	4652	4688	4791	5150	**5398**
Men	2007	2039	2053	2243	**2341**
Women	2645	2649	2738	2907	**3057**
% Full-Time	76.1%	77.1%	79.1%	80.2%	**80.8%**
Average Age of all full-time students			22	22	**21.5**
Part-Time Students	1370	1392	1269	1271	**1284**
Men	463	502	488	470	**461**
Women	.907	890	781	801	**823**
% Part-Time	23.9%	22.9%	20.9%	19.8%	**19.2%**
Average Age of all part-time students			32	32	**31.5**
Average Student Age			**24**	**24**	**23.5**

Figure 1: **Full-Time and Part-Time Institutional Enrollment: 1997-2001**

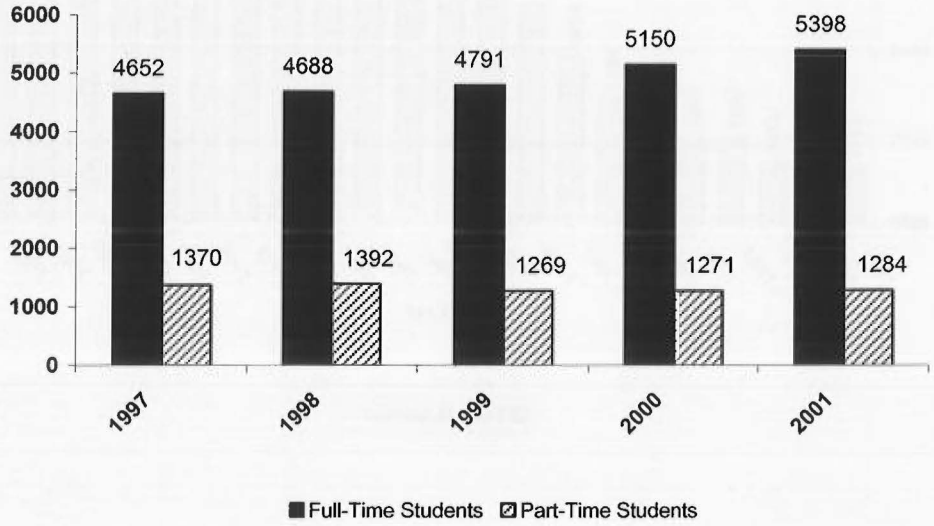


Figure 2: Total Institutional Enrollment: Headcount, FTE, F/T, and P/T Students: 1997-2001

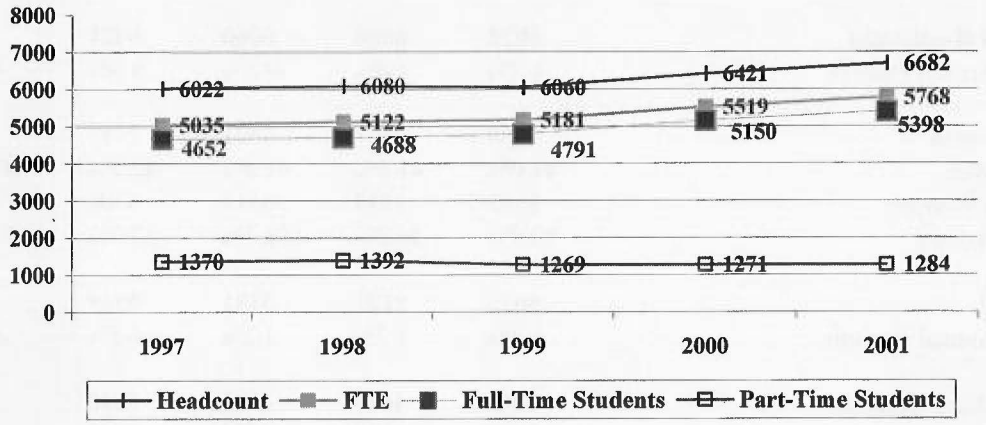


Figure 3: Total Institutional Enrollment Since 1980

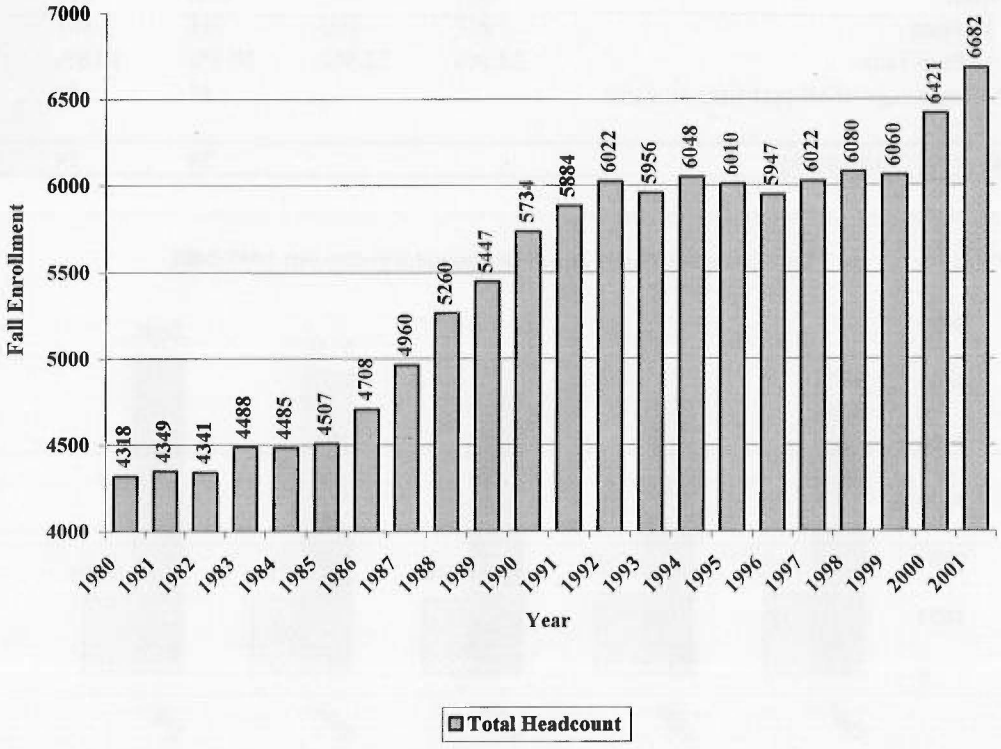


Table 2: **Total Institutional Enrollment by Classification, Race/Ethnicity, and Status: Fall 2001**

CLASSIFICATION	African-American		American Indian		Asian/Pacific Islander		Hispanic		White		International		Unk		ALL STUDENTS		TOTAL
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
First-Time Freshmen[1]	85	1	2	-	29	-	27	-	746	-	6	-	46	-	941	1	**942** [2]
%	**9.6**		**0.2**		**3.2**		**3.0**		**83.3**		**0.7**		**4.9**				
Undergraduates																	
Freshmen	118	7	3	-	37	1	35	-	1,165	16	8	-	61	1	1,427	25	**1,452**
%	**9.0**		**0.2**		**2.7**		**2.5**		**85.0**		**0.6**		**4.2**				
Sophomores	51	7	4	-	22	2	12	3	1,122	60	8	-	48	8	1,267	80	**1,347**
%	**4.5**		**0.3**		**1.9**		**1.2**		**91.6**		**0.6**		**4.2**				
Juniors	67	12	5	3	27	2	20	1	1,177	93	9	-	74	3	1,379	114	**1,493**
%	**5.6**		**0.6**		**2.0**		**1.5**		**89.7**		**0.6**		**5.2**				
Seniors	58	16	3	-	17	1	9	1	986	152	11	1	67	8	1,151	179	**1,330**
%	**5.9**		**0.2**		**1.4**		**0.8**		**90.7**		**0.9**		**5.6**				
Second Bachelor's	3	5	-	-	-	-	1	-	48	38	-	1	1	-	53	44	**97**
%	**8.3**		**0.0**		**0.0**		**1.0**		**89.6**		**0.0**		**1.0**				
Subtotal	**297**	**47**	**15**	**3**	**103**	**6**	**77**	**5**	**4,498**	**359**	**36**	**2**	**251**	**20**	**5,277**	**442**	**5,719**
Unclassified/ Non-Degree	1	105	-	2	-	9	-	1	1	201	-	1	1	19	3	338	**341**
Total Undergraduates	**298**	**152**	**15**	**5**	**103**	**15**	**77**	**6**	**4,499**	**560**	**36**	**3**	**252**	**39**	**5,280**	**780**	**6,060**
%	**7.8**		**0.3**		**2.0**		**1.4**		**87.7**		**0.7**		**4.8**				
Graduates																	
Degree-seeking	2	23	-	-	3	-	2	1	80	248	10	5	6	15	103	292	**395**
Non-Degree	1	20	-	2	-	1	-	2	10	179	4	-	-	8	15	212	**227**
Subtotal	**3**	**43**	**-**	**2**	**3**	**1**	**2**	**3**	**90**	**427**	**14**	**5**	**6**	**23**	**118**	**504**	**622**
%	**7.8**		**0.3**		**0.7**		**0.8**		**87.2**		**3.2**		**4.7**				
GRAND TOTAL	**301**	**195**	**15**	**7**	**106**	**16**	**79**	**9**	**4,589**	**987**	**50**	**8**	**258**	**62**	**5,398**	**1,284**	**6,682**
%	**7.8**		**0.3**		**1.9**		**1.4**		**87.6**		**0.9**		**4.8**				

[1] Included in freshmen figure.

[2] Because of programming classifications, one FTS freshman enrolled in the "accelerated nursing" program is instead being counted as an USB.

Note: Percentage of African-American through White plus International are a percentage of the known population.
Percentage of the Unknown is a percentage of the total.

Source: POP014p
Enrollment by Class, Race, Status
Tot enroll by class, race, stat

Table 3: **Total *Institutional* Enrollment by Race/Ethnicity, Sex, and Status: Fall 2001**

	Full-Time		Part-Time		Total		Total	Percent	Percent
Ethnicity	Male	Female	Male	Female	Male	Female	Both Sexes	of Total[1]	of Known
African-American	131	170	56	139	187	309	496	7.4%	**7.8%**
American Indian	4	11	4	3	8	14	22	0.3%	**0.3%**
Asian/Pacific Islander	51	55	8	8	59	63	122	1.8%	**1.9%**
Hispanic	34	45	4	5	38	50	88	1.3%	**1.4%**
White	1975	2614	363	624	2338	3238	5576	83.4%	**87.6%**
International	24	26	1	7	25	33	58	0.9%	**0.9%**
Subtotal	**2219**	**2921**	**436**	**786**	**2655**	**3707**	**6362**	**95.2%**	**100.0%**
Unknown	122	136	25	37	147	173	320	4.8%	
TOTAL	**2341**	**3057**	**461**	**823**	**2802**	**3880**	**6682**		

[1]Percentages reported above the subtotal line represent the race/ethnicity proportion of the known race/ethnicity population.

Figure 4: **Total *Institutional* Enrollment by Race & Ethnicity: Fall 2001**

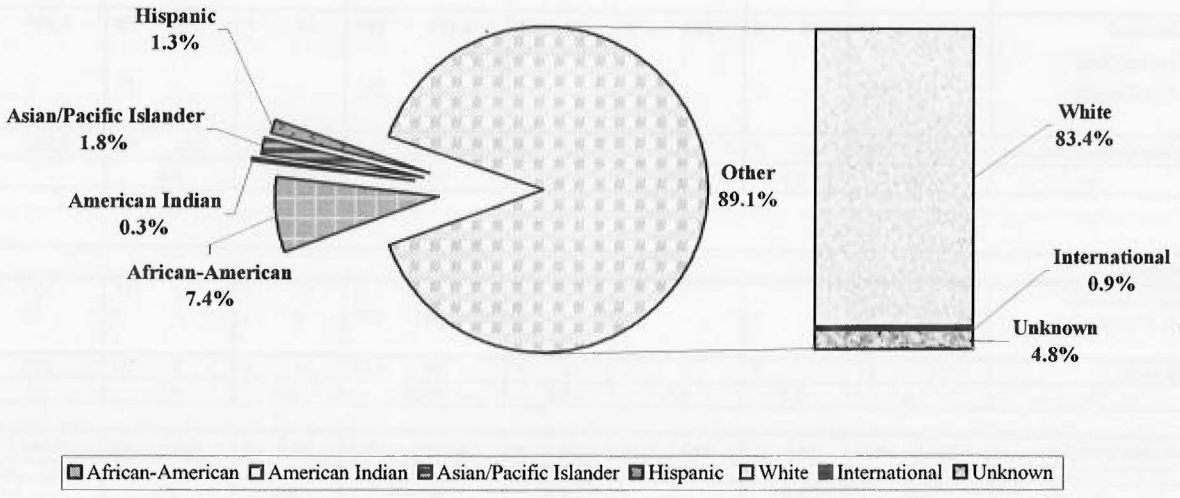


Table 4:

Total INSTITUTIONAL Enrollment by Age and Sex: 1997-2001

Fall Semesters	1997	1998	1999	2000	2001
Total Headcount	**6022**	**6080**	**6060**	**6421**	**6682**
Total 20 and Younger	2474	2750	2832	2979	3095
Men	979	1135	1154	1214	1251
Women	1495	1615	1678	1765	1844
% 20 and Younger	41.1%	45.2%	46.7%	46.4%	46.3%
Total 21-24 Yrs Old	2085	2109	2051	2281	2401
Men	983	974	961	1087	1146
Women	1102	1135	1090	1194	1255
% 21-24	34.6%	34.7%	33.8%	35.5%	35.9%
Total 25-29 Yrs Old	657	503	461	449	448
Men	265	201	191	182	172
Women	392	302	270	267	276
% 25-29	10.9%	8.3%	7.6%	7.0%	6.7%
Total 30-34 Yrs Old	259	242	238	228	250
Men	94	88	84	85	93
Women	165	154	154	143	157
% 30-34	4.3%	4.0%	3.9%	3.6%	3.7%
Total 35-39 Yrs Old	185	167	159	171	176
Men	54	52	49	58	49
Women	131	115	110	113	127
% 35-39	3.1%	2.7%	2.6%	2.7%	2.6%
Total 40-49 Yrs Old	256	227	237	224	219
Men	61	59	63	53	54
Women	195	168	174	171	165
% 40-49	4.3%	3.7%	3.9%	3.5%	3.3%
Total 50-59 Yrs Old	80	59	49	62	66
Men	25	21	22	19	25
Women	55	38	27	43	41
% 50-59	1.3%	1.0%	0.8%	1.0%	1.0%
Total 60 and older	26	23	33	27	27
Men	9	11	17	15	12
Women	17	12	16	12	15
% 60 and older	0.4%	0.4%	0.5%	0.4%	0.4%
Average Age [1]					
ALL STUDENTS	n/a	23.8	23.7	23.6	23.5
Men	n/a	23.3	23.4	23.2	23.1
Women	n/a	24.1	24.0	23.9	23.8

[1]Data not available for prior year.

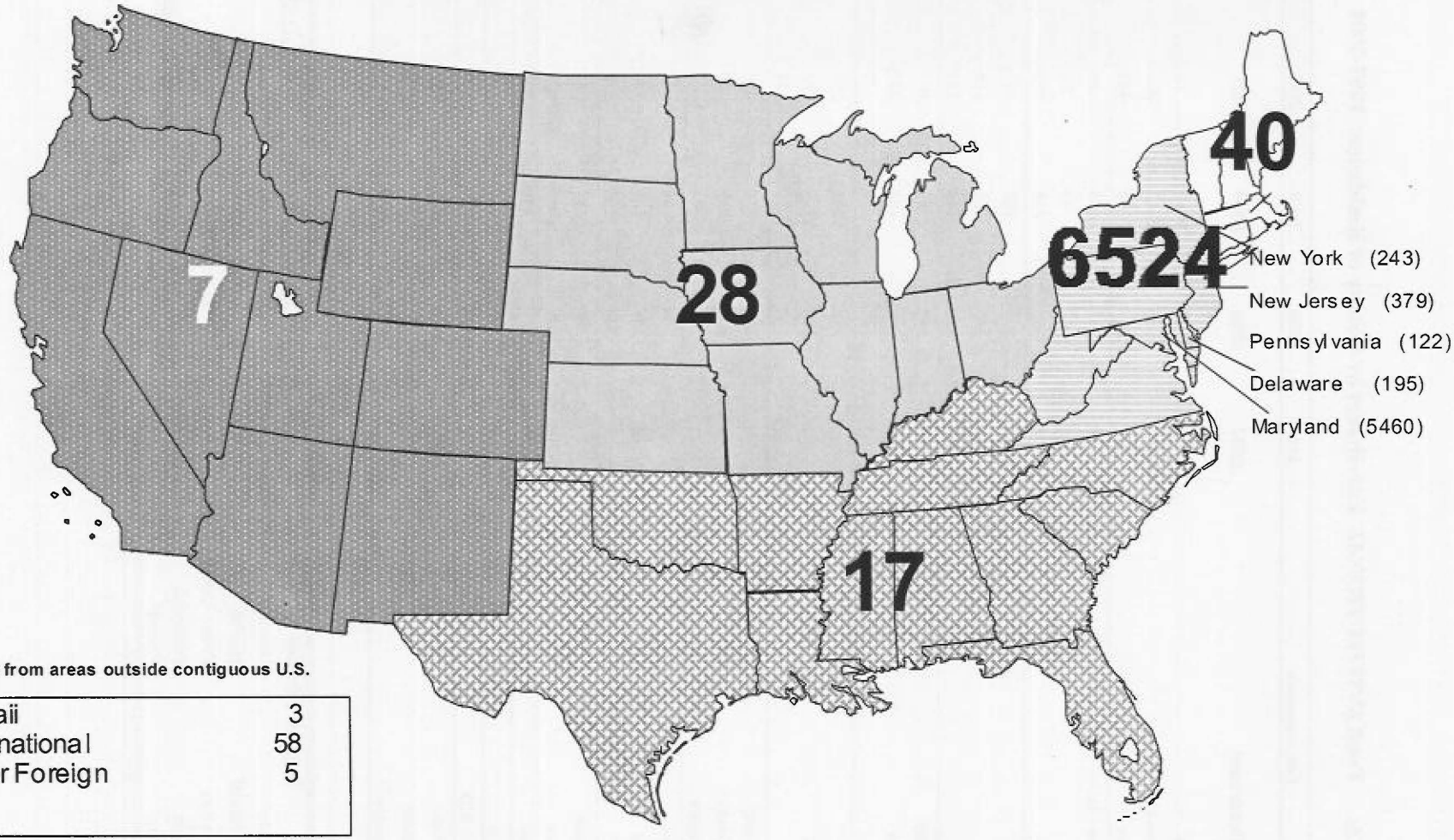
Table 5: **Total *INSTITUTIONAL* Enrollment by State: 1997-2001**

Fall Semesters	1997	1998	1999	2000	2001	% of Total Enrl for Top States
Total Headcount	**6,022**	**6,080**	**6,060**	**6,423**	**6,682**	
Alabama	1	-	-	-	-	
Alaska	1	1	-	-	-	
Arizona	-	-	-	-	-	
Arkansas	-	-	1	1	1	
California	4	3	3	3	3	
Colorado	1	2	-	1	1	
Connecticut	27	24	24	24	21	
Delaware	**231**	**231**	**221**	**214**	**195**	**2.9%**
District of Columbia	4	6	6	7	8	
Florida	8	6	4	5	7	
Georgia	1	2	-	1	1	
Hawaii	2	2	2	5	3	
Idaho	-	-	-	2	1	
Illinois	1	3	1	4	5	
Indiana	-	-	1	-	-	
Iowa	2	1	2	2	-	
Kansas	-	-	-	2	2	
Kentucky	-	-	1	1	1	
Louisiana	-	-	1	2	-	
Maine	1	1	3	2	2	
Maryland	**4,636**	**4,710**	**4,818**	**5,102**	**5,460**	**81.7%**
Massachusetts	8	4	6	7	7	
Michigan	2	4	5	5	3	
Minnesota	-	-	-	3	4	
Mississippi	-	-	1	-	-	
Missouri	1	-	-	-	2	
Montana	1	1	-	-	-	
Nebraska	-	1	-	-	-	
Nevada	-	-	-	-	-	
New Hampshire	2	1	4	6	6	
New Jersey	**442**	**443**	**397**	**399**	**379**	**5.7%**
New Mexico	2	1	-	-	1	
New York	**293**	**282**	**250**	**280**	**243**	**3.6%**
North Carolina	4	4	5	1	2	
North Dakota	2	4	3	9	6	
Ohio	4	8	5	4	3	
Oklahoma	-	-	1	1	1	
Oregon	1	-	-	1	-	
Pennsylvania	**139**	**143**	**124**	**128**	**122**	**1.8%**
Rhode Island	-	-	-	1	2	
South Carolina	1	-	-	1	1	
South Dakota	4	3	2	2	2	
Tennessee	1	1	-	1	1	
Texas	2	3	1	2	2	
Utah	1	1	-	1	1	
Vermont	1	1	3	5	2	
Virginia	130	123	114	120	113	
Washington	-	1	1	-	-	
West Virginia	3	4	2	6	4	
Wisconsin	-	-	-	1	1	
Wyoming	1	-	-	-	-	
Guam	-	-	-	-	-	
Puerto Rico	1	1	1	1	-	
Virgin Islands	1	2	1	-	-	
Foreign Countries	52	45	39	53	58	
Other Foreign	3	7	7	7	5	

Figure 5:

FALL 2001
Total Enrollment (6682)
Residency by Region

Top five states of residence highlighted. State totals are included in respective regional totals.



Enrollments from areas outside contiguous U.S.

Hawaii	3
International	58
Other Foreign	5

O:/Factbook/Maps/2001-02/usmap01total.pdf

Table 6: Total *INSTITUTIONAL* Enrollment by County of Residence: 1997-2001

Fall Semesters	1997	1998	1999	2000	2001
Total Headcount	**6022**	**6080**	**6060**	**6421**	**6682**
Allegany	9	10	8	13	10
Anne Arundel	408	451	447	466	506
Baltimore	341	370	394	440	444
Baltimore City	19	23	23	20	24
Calvert	71	68	75	84	103
Caroline	110	96	108	126	125
Carroll	133	133	167	187	194
Cecil	89	103	96	110	130
Charles	99	100	104	115	109
Dorchester	187	163	167	193	176
Frederick	167	164	181	229	250
Garrett	3	7	9	8	9
Harford	225	252	248	259	266
Howard	168	182	229	263	276
Kent	27	30	23	18	17
Montgomery	244	286	316	398	475
Prince George's	271	260	240	230	259
Queen Anne's	71	72	74	77	92
St. Mary's	69	70	94	97	114
Somerset	146	188	169	144	163
Talbot	126	114	123	111	124
Washington	54	60	80	87	112
Wicomico	1109	1029	984	1044	1070
Worcester	489	478	459	383	412
Unknown	-	1	0	-	-
Total for MD	**4635**	**4710**	**4818**	**5102**	**5460**
Out-of-State	1332	1318	1196	1261	1159
International	52	45	39	53	58
Other Foreign	3	7	7	5	5

Top 10 Feeder Counties	
Wicomico	Howard
Anne Arundel	Harford
Montgomery	Prince George's
Baltimore	Frederick
Worcester	Carroll

Region	% of Total
Eastern Shore	34.6%
Western Shore	47.2%
Out-of-State	17.3%
International	0.9%

Table 7:

Total Enrollment by Foreign Country
Fall 2001

State	Undergraduate			Graduate			Total
	Full-Time	Part-Time	Subtotal	Full-Time	Part-Time	Subtotal	Students
Albania	1	-	1	-	-	-	1
Bahamas	2	-	2	-	-	-	2
Bangladesh	1	1	2	-	-	-	2
Myanmar (Burma)	1	-	1	-	-	-	1
Brazil	1	-	1	-	-	-	1
Br Virgin Islands	1	-	1	-	-	-	1
Belarus	1	-	1	-	-	-	1
Canada	2	-	2	-	-	-	2
Cambodia	1	-	1	-	-	-	1
China	2	1	3	-	2	2	5
Cameroon	-	-	-	1	-	1	1
France	-	-	-	1	-	1	1
Germany	1	-	1	2	-	2	3
Ghana	-	-	-	1	-	1	1
India	1	-	1	-	1	1	2
Japan	2	-	2	-	-	-	2
Lebanon	1	-	1	1	-	1	2
Latvia	1	-	1	-	-	-	1
Morocco	-	1	1	1	-	1	2
Mongolia	-	-	-	1	-	1	1
Nigeria	2	-	2	-	-	-	2
Norway	1	-	1	-	-	-	1
Other	-	-	-	1	-	1	1
Pakistan	3	-	3	-	-	-	3
Poland	-	-	-	-	1	1	1
Romania	-	-	-	1	-	1	1
Russia	3	-	3	1	-	1	4
South Africa	1	-	1	-	-	-	1
Sierra Leone	1	-	1	-	-	-	1
Turkey	-	-	-	2	1	3	3
Taiwan	-	-	-	1	-	1	1
Tanzania	3	-	3	-	-	-	3
United States	1	-	1	-	-	-	1
Vietnam	1	-	1	-	-	-	1
Zambia	1	-	1	-	-	-	1
Subtotal	36	3	39	14	5	19	58
Other Foreign *(see notes below)*							
Ecuador	1	-	1	-	-	-	1
Korea	-	1	1	-	-	-	1
Russia	2	-	2	-	-	-	2
United States	1	-	1	-	-	-	1
Subtotal	4	1	5	-	-	-	5
Country total, including US in UG			28			15	37

Notes: The fall enrollment 'pop' file which is the source for this information contains two fields for race/ethnicity. The MHEC field has a designation for non-resident alien (int'l), but the internal use (SU) field does not. By definition, international students should **not** show a race/ethnicity. However, this does not prevent the student from providing a race/ethnicity which then gets entered into their permanent student record in two different fields. The 'Other Foreign' above were erroneously reported with a specific race/ethnicity. This will account for the difference of five international students in all tables reporting headcounts by race/ethnicity.

This particular job selects foreign students by state of permanent residence. You will note that there are two US citizens reported above, both of which reported a foreign permanent address. One student is a US national whose family currently resides abroad. The other student is foreign, but is reporting US citizenship based on a Permanent Resident visa.

Source: Enrollment counts by state and foreign country, Job NMIS110, Program MISN150

Program Enrollments, Degrees, and Student Credit Hours: Institutional Summaries

The following programs have experienced consistent annual growth or reduction trends for at least three consecutive years. Programs with less than 20 majors (at **both** the start and finish of the review cycle) have been excluded; the count is unduplicated:

Programs Showing Consistent Annual Enrollment Patterns for At Least 3 Consecutive Years[1]

Program	*Trend Direction*	*Length (in Years)*	*Majors at the Start*	*Majors in 2001*	*Percent Change*
Accounting[2]	-	5	258	151	-41.5%
Art	+	3	93	156	67.7%
Biology	-	5	610	437	-28.4%
Communication Arts	+	5	279	482	72.8%
Information Systems Management	+	6	65	186	186.2%
Philosophy	+	3	23	49	113.0%
Psychology	+	3	241	292	21.2%
Respiratory Therapy	-	5	71	24	-66.2%
Spanish	+	6	12	32	166.7%

[1]Source: Fall 2001 Opening Enrollment Profile, Office of Institutional Research, Assessment, & Accountability

[2] In the last two years, Accounting has shifted by only one major each year.

Percent of Growth/Decline in Majors: Start of the Trend Period vs. 2001

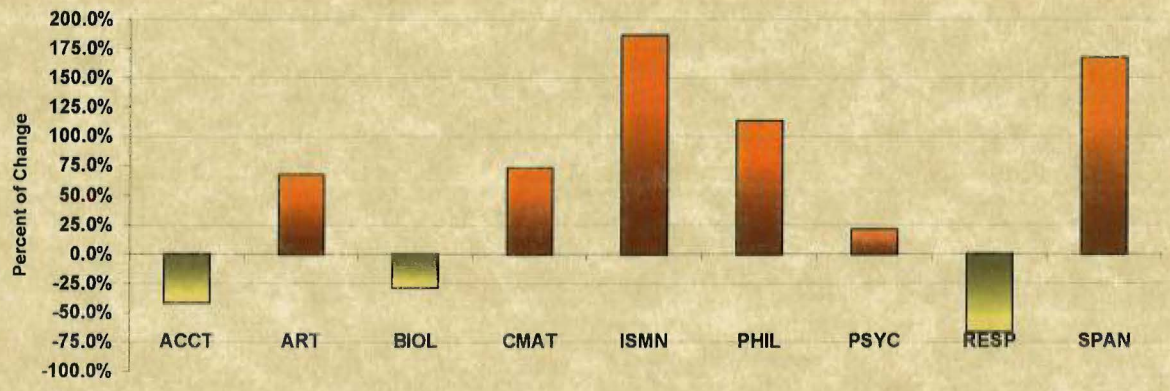


Table 1: INSTITUTIONAL Enrollment by School & Discipline: Fall 1997 to Fall 2001

School and Degree Program	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	% Change 1997 to 2001	1 Year Change	5 Year[3] Average
UNDERGRADUATE								
Fulton School of Liberal Arts								
Art	105	93	113	127	**156**	48.6%	22.8%	119
Art (Fine)	1	4	2	6	**6**	-	-	4
Communication Arts	332	383	391	441	**482**	45.2%	9.3%	406
Conflict Resolution	-	-	-	-	**6**	-	-	6
English	145	130	134	146	**136**	-6.2%	-6.8%	138
French	6	7	10	11	**11**	-	-	9
History	157	144	131	151	**193**	22.9%	27.8%	155
Interdisciplinary Studies	-	-	-	-	**19**	-	-	19
Liberal Studies	102	93	87	116	**90**	-11.8%	-22.4%	98
Music	32	35	38	37	**32**	0.0%	-13.5%	35
Philosophy	31	23	26	43	**49**	58.1%	14.0%	34
Political Science	104	112	119	107	**114**	9.6%	6.5%	111
Psychology	241	241	276	290	**292**	21.2%	0.7%	268
Sociology	45	35	49	41	**33**	-26.7%	-19.5%	41
Spanish	15	18	25	26	**32**	113.3%	23.1%	23
Theatre	-	-	-	-	**12**	-	-	12
Subtotal	**1,316**	**1,318**	**1,401**	**1,542**	**1,663**	**26.4%**	**7.8%**	**1,448**
Henson School of Science & Technology								
Biology	601	563	477	453	**437**	-27.3%	-3.5%	506
Chemistry	45	51	60	59	**56**	24.4%	-5.1%	54
Computer Science	-	-	-	57	**114**	0.0%	100.0%	86
Environmental Health	54	40	41	48	**41**	-24.1%	-14.6%	45
Geography	65	66	61	68	**72**	9.7%	5.9%	66
Mathematics	126	131	142	109	**104**	-17.5%	-4.6%	122
Medical Technology	37	38	25	29	**31**	-16.2%	6.9%	32
Nursing	197	208	198	229	**247**	25.4%	7.9%	216
Physical Science	1	-	2	1	**-**	-	-	1
Physics	43	53	67	66	**74**	72.1%	12.1%	61
Respiratory Therapy	58	41	31	29	**24**	-58.6%	-17.2%	37
Subtotal	**1,227**	**1,191**	**1,104**	**1,148**	**1,200**	**-2.2%**	**4.5%**	**1,174**
Perdue School of Business								
Accounting	206	179	153	152	**151**	-26.7%	-0.7%	168
Business Administration	704	796	776	842	**842**	19.6%	0.0%	792
Economics	19	18	32	23	**15**	-21.1%	-34.8%	21
Info. System Management	110	133	171	175	**186**	69.1%	6.3%	155
Subtotal	**1,039**	**1,126**	**1,132**	**1,192**	**1,194**	**14.9%**	**0.2%**	**1,137**
Seidel School of Education & Professional Studies								
Athletic Training	-	-	-	-	**3**	-	-	3
Elementary Education	628	642	679	742	**738**	17.5%	-0.5%	686
Health Education	-	-	-	-	**3**	-	-	3
Physical Education	262	285	317	316	**332**	26.7%	5.1%	302
Social Work	189	159	144	164	**145**	-23.3%	-11.6%	160
Subtotal	**1,079**	**1,086**	**1,140**	**1,222**	**1,221**	**13.2%**	**-0.1%**	**1,150**
Undeclared[1]	316	397	359	387	**439**	38.9%	13.4%	380
Unclassified[2]	414	416	400	392	**343**	-17.1%	-12.5%	393
TOTAL	**5,391**	**5,534**	**5,536**	**5,883**	**6,060**	**12.4%**	**3.0%**	**5,681**
Graduate								
Applied Health Physiology	-	-	-	10	**14**	-	-	12
Business Administration	106	71	48	70	**81**	-23.6%	15.7%	75
Education	175	112	113	96	**134**	-23.4%	39.6%	126
Education, MA in Teaching	n/a[4]	11	10	14	**11**	-	-	12
Education, School Admin	28	27	28	27	**29**	3.6%	7.4%	28
English	29	28	24	25	**40**	37.9%	60.0%	29
History	1	13	28	21	**15**	-	-	16
Nursing	45	35	23	52	**38**	-15.6%	-26.9%	39
Psychology	19	18	15	12	**4**	-	-	14
Social Work	-	-	-	-	**29**	-	-	29
Non-Degree seeking*	228	229	235	211	**227**	-0.4%	7.6%	226
TOTAL	**631**	**544**	**524**	**538**	**622**	**-1.4%**	**15.6%**	**572**

[1] Degree-seeking students only. *Non-Degree seeking students

[3] For programs in existence for less than 5 years, average has been calculated based upon years in existence.

[4] Beginning in Fall 2001, degree-seeking students pursuing a masters degree in education will be further differentiated between MEd and MAT. Historical data is not available for years prior to Fall 1998, and all masters in education students are included on the 'Education' line for prior years.

Table 2: **Enrollment, Student Credit Hours, and FTE**

Winter Terms and Summer Sessions: 1988 to 2001

	Students			Student Credit Hours			FTE[1,2]		
	UG	GRAD	TOTAL	UG	GRAD	TOTAL	UG	GRAD	TOTAL
Winter Terms									
Winter 1988	1053	46	**1099**	4086	152	**4238**	272	13	**285**
Winter 1989	1131	26	**1157**	4555	84	**4639**	304	7	**311**
Winter 1990	1165	73	**1238**	4544	226	**4770**	303	19	**322**
Winter 1991	1321	49	**1370**	5251	160	**5411**	350	13	**363**
Winter 1992	1346	71	**1417**	5130	196	**5326**	342	16	**358**
Winter 1993	1392	43	**1435**	5330	141	**5471**	355	12	**367**
Winter 1994	1370	56	**1426**	5198	120	**5318**	347	10	**357**
Winter 1995	1214	67	**1281**	4570	148	**4718**	305	12	**317**
Winter 1996	1104	62	**1166**	4129	158	**4287**	275	13	**288**
Winter 1997	996	67	**1063**	3635	195	**3830**	242	16	**258**
Winter 1998	1063	53	**1116**	3844	126	**3970**	256	11	**267**
Winter 1999	956	46	**1002**	3425	128	**3553**	228	11	**239**
Winter 2000	849	25	**874**	2919	70	**2989**	195	6	**200**
Winter 2001	**934**	**53**	**987**	**3310**	**138**	**3448**	**221**	**12**	**232**
Summer Sessions									
Summer 1988	682	260	**942**	2925	983	**3908**	195	82	**277**
Summer 1989	718	311	**1029**	3079	1302	**4381**	205	109	**314**
Summer 1990	864	363	**1227**	3488	1560	**5048**	233	130	**363**
Summer 1991	888	315	**1203**	3681	1242	**4923**	245	104	**349**
Summer 1992	859	326	**1185**	3557	1191	**4748**	237	99	**336**
Summer 1993	804	317	**1121**	3281	1211	**4492**	219	101	**320**
Summer 1994	783	289	**1072**	3215	1026	**4241**	214	86	**300**
Summer 1995	837	340	**1177**	3462	1247	**4709**	231	104	**335**
Summer 1996	776	332	**1108**	3272	1212	**4484**	218	101	**319**
Summer 1997	859	380	**1239**	3474	1588	**5062**	232	132	**364**
Summer 1998	826	377	**1203**	3760	1407	**5167**	251	117	**368**
Summer 1999	820	293	**1113**	3761	1089	**4850**	250	91	**341**
Summer 2000	768	317	**1085**	3110	1170	**4280**	207	98	**305**
Summer 2001	**744**	**347**	**1091**	**3108**	**1528**	**4636**	**207**	**127**	**334**

[1] UG FTE = (UG Student Credit Hours)/15 ; Grad FTE = (Grad Student Credit Hours)/12

[2] FTE for Winter/Summer terms is used solely to provide a comparison with fall/spring.

Source: FCCL Report

Table 1:

Number of Minors by School and Program: 2000-01 Degree Recipients

Major	Minor																																		
	AMST	ANTH	ART	BIOL	BUAD	CHEM	CMAT	COSC	DANC	ECON	ENGL	ENST	FREN	GEOG	GERM	GERO	HIST	HRMN	INSC	MATH	MKTG	MUSC	PEAC	PHIL	PHYS	PLAN	POSC	PSYC	RLST	SOCI	SOST	SPAN	WMST	Total	
Fulton School of Liberal Arts																																			
Art														1							1														2
Communication Arts			4		5			1	1		7				1	1	11				18	1	1	3			3	10		3			1	71	
English			1		2		6						1				1							2			2	1	1			3	1	21	
French																						1													1
History	1	1					1				2	2												1			2	2	1		4	1		18	
Liberal Studies			4	3	2	1					1	4				1	3				9			1				14		2				45	
Philosophy				1								2					1											1	1				1	7	
Political Science					2		2				1	2		1			7														3			18	
Psychology			1	2	6		1				3						1				2		1	1						4		2	1	25	
Sociology							1										1				1		2	1			2	3						11	
Spanish					2												1				1													4	
Subtotal	**1**	**1**	**10**	**6**	**19**	**1**	**11**	**1**	**1**	**0**	**14**	**10**	**1**	**1**	**2**	**2**	**26**	**0**	**0**	**0**	**32**	**2**	**4**	**9**	**0**	**0**	**9**	**31**	**3**	**9**	**4**	**9**	**4**	**223**	
Henson School of Science & Technology																																			
Biology			1		1	28						2			1		1											4						38	
Chemistry				5																1					1									7	
Environmental Health				11		1																													12
Geography							1															1				2									4
Math							1			1																		1				1			4
Medical Technology				1																															1
Nursing				2																								8							10
Physics																				3															3
Respiratory Therapy				2																															2
Subtotal	**0**	**0**	**1**	**21**	**1**	**29**	**2**	**0**	**0**	**1**	**0**	**2**	**0**	**0**	**1**	**0**	**1**	**0**	**0**	**4**	**0**	**1**	**0**	**0**	**1**	**2**	**0**	**13**	**0**	**0**	**0**	**1**	**0**	**81**	
Perdue School of Business																																			
Accounting							1				1																								2
Economics					2																2											1			5
Info. System Management								1									1															1			3
Mgmt & Marketing			1				17					1			1		2	1				1						3				2			29
Subtotal	**0**	**0**	**1**	**0**	**2**	**0**	**18**	**1**	**0**	**0**	**1**	**1**	**0**	**0**	**1**	**0**	**3**	**1**	**0**	**0**	**2**	**1**	**0**	**0**	**0**	**0**	**0**	**3**	**0**	**0**	**0**	**4**	**0**	**39**	
Seidel School of Professional Studies																																			
Elementary Ed			2	1	2		3		2		3						7		5	3	1				1			14		1		2		47	
Physical Ed				2	1																1		1					2						7	
Social Work			1		1		1				1												1					13						18	
Subtotal	**0**	**0**	**3**	**3**	**4**	**0**	**4**	**0**	**2**	**0**	**4**	**0**	**0**	**0**	**0**	**0**	**7**	**0**	**5**	**3**	**2**	**0**	**2**	**0**	**1**	**0**	**0**	**29**	**0**	**1**	**0**	**2**	**0**	**72**	
TOTAL	**1**	**1**	**15**	**30**	**26**	**30**	**35**	**2**	**3**	**1**	**19**	**13**	**1**	**1**	**4**	**2**	**37**	**1**	**5**	**7**	**36**	**4**	**6**	**9**	**2**	**2**	**9**	**76**	**3**	**10**	**4**	**16**	**4**	**415**	

Key to minors:								
AMST American Studies	COSC Computer Science	GERM German	MKTG Marketing	PSYC Psychology				
ANTH Anthropology	DANC Dance	GERO Gerontology	PEAC Peace Studies	RLST Religious Studies				
ART Art	ECON Economics	HIST History	PHIL Philosophy	SOCI Sociology				
BIOL Biology	ENGL English	HRMN Human Resource Management	PHYS Physics	SOST Social Studies				
BUAD Business Administration	ENST Environmental Studies	INSC Interdisciplinary Science	PLAN Planning	SPAN Spanish				
CHEM Chemistry	FREN French	MATH Mathematics	POSC Political Science	WMST Women's Studies/Gender Studies				
CMAT Communication Arts	GEOG Geography							

Table 2: **Degrees Awarded by Program and Race: Academic Year 2000-2001**

Baccalaureate	African-American	American Indian	Asian/Pacific Islander	Hispanic	White	International	Unknown	Total
Accounting	1	-	2	1	42	-	-	46
Art	-	-	-	-	27	-	-	27
Art (Fine)	-	-	-	-	2	-	-	2
Biology	4	1	2	1	82	1	1	92
Business Administration	7	-	2	2	161	-	9	181
Chemistry	-	-	-	-	13	-	-	13
Communication Arts	8	-	2	-	110	-	2	122
Computer Science	-	-	-	-	1	-	-	1
Economics	2	-	-	-	7	1	1	11
Elementary Education	2	1	1	1	157	-	6	168
English	2	-	-	-	37	1	2	42
Environmental Health	-	-	-	-	13	-	-	13
French	1	-	-	-	-	-	-	1
Geography	-	-	-	-	17	-	-	17
History	2	-	-	-	30	-	1	33
Info. System Management	2	-	1	-	49	2	2	56
Liberal Studies	6	1	2	2	58	-	-	69
Mathematics	1	-	-	2	24	-	-	27
Medical Technology	1	-	-	1	3	-	-	5
Music	-	-	-	-	5	-	-	5
Nursing	4	-	1	-	48	-	2	55
Philosophy	-	-	-	-	9	-	-	9
Physical Education	2	-	2	2	56	-	-	62
Physics	-	-	-	-	5	-	-	5
Political Science	2	-	-	-	27	-	4	33
Psychology	3	-	-	-	80	1	1	85
Respiratory Therapy	-	-	-	-	7	-	-	7
Social Work	16	-	-	1	55	-	2	74
Sociology	1	-	-	-	14	-	1	16
Spanish	-	-	-	-	8	-	-	8
TOTAL	**67**	**3**	**15**	**13**	**1147**	**6**	**34**	**1285**
Masters								
Business Administration	-	-	1	-	21	12	1	35
Master in Education	3	-	-	1	46	-	1	51
Masters in Education- School Admin	1	-	-	-	7	-	-	8
Master of Arts in Teaching	-	-	-	-	11	-	-	11
English	-	-	-	1	13	1	-	15
History	1	-	-	-	7	-	-	8
Nursing	-	-	1	-	7	-	-	8
Psychology	2	-	-	-	7	-	-	9
TOTAL	**7**	**-**	**2**	**2**	**119**	**13**	**2**	**145**

Source: MHEC Degrees Awarded by Program and Race, includes dual degrees. (DRF01)

Table 3:

Degrees Awarded Alphabetically by Program: AY 1996-97 to 2000-2001

Baccalaureate	1996-97	1997-98	1998-99	1999-00	2000-01	% Change AY 97 to AY 01[1]	5 Year Average[2]
Accounting	55	60	42	26	46	-16%	46
Art	28	21	17	23	27	-4%	23
Art (Fine)	3	-	3	2	2	-	2
Biology	104	132	106	92	92	-12%	105
Business Administration	129	134	153	141	181	40%	148
Chemistry	9	10	11	6	13	-	10
Communication Arts	92	95	115	94	122	33%	104
Computer Science	-	-	-	-	1	-	-
Economics	6	14	1	6	11	-	8
Elementary Education	185	160	167	137	168	-9%	163
English	31	33	31	33	42	35%	34
Environmental Health	12	21	15	6	13	-	13
French	1	2	1	3	1	-	2
Geography	26	22	22	22	17	-35%	22
History	50	65	47	37	33	-34%	46
Info. System Management	22	38	36	33	56	155%	37
Liberal Studies	66	75	62	65	69	5%	67
Mathematics	24	22	21	16	27	13%	22
Medical Technology	6	9	11	9	5	-	8
Music	6	5	4	1	5	-	4
Nursing	55	49	48	37	55	0%	49
Philosophy	10	11	12	6	9	-	10
Physical Education	68	56	52	63	62	-9%	60
Physical Science	2	2	-	-	-	-	1
Physics	8	5	4	9	5	-	6
Political Science	27	25	25	28	33	22%	28
Psychology	67	81	67	71	85	27%	74
Respiratory Therapy	19	18	17	14	7	-	15
Social Science	2	-	-	-	-	-	-
Social Work	72	74	67	54	74	3%	68
Sociology	17	16	8	16	16	-	15
Spanish	3	5	4	6	8	-	5
TOTAL	1205	1260	1169	1056	1285	7%	1195
Masters							
Business Administration	35	37	38	28	35	0%	35
Master in Education	88	89	74	61	51	-42%	73
Masters in Education-School Admin	8	11	12	9	8	-	10
Master of Arts in Teaching	N/A	6	21	9	11	-	12
English	11	13	16	15	15	-	14
History	2	-	6	7	8	-	5
Nursing	10	7	11	13	8	-	10
Psychology	4	5	4	3	9	-	5
TOTAL	158	168	182	145	145	-8%	160

NOTES: [1]Percent change is omitted for programs that have awarded an average of 20 degrees or less.

[2]For newer programs that are just beginning to award degrees, the average has been calculated beginning with the first year degrees were awarded and using the number of years since that first year.

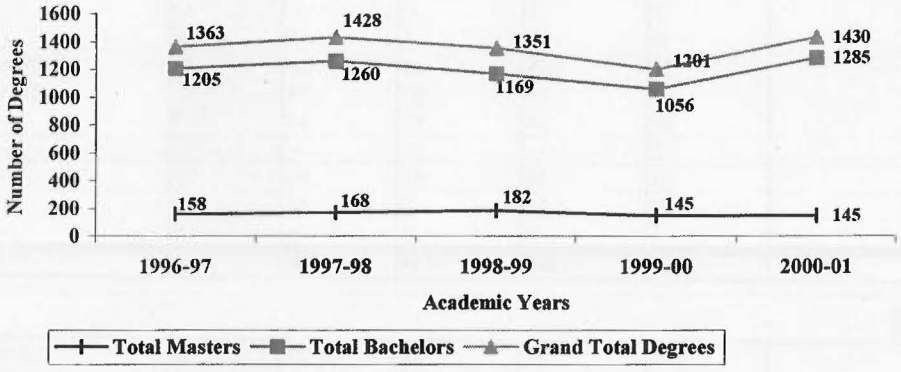
5 Year Baccalaureate Average

Top Programs	Lowest Programs
Elementary Education	Physical Science
Business Adminstration	Art (Fine)
Biology	French
Communication Arts	Music
Psychology	Spanish

Table 4: Degrees *Awarded by* Academic Years: AY 1996-97 through 2000-01

	1996-97	1997-98	1998-99	1999-00	2000-01
Grand Total Degrees	**1363**	**1428**	**1351**	**1201**	**1430**
Total Bachelors	**1205**	**1260**	**1169**	**1056**	**1285**
Bachelor of Arts	367	398	376	363	423
Bachelor of Science	763	788	722	637	786
Bachelor of Science in Social Work	72	74	68	54	74
Bachelor of Fine Arts	3	0	3	2	2
Total Masters	**158**	**168**	**182**	**145**	**145**
Master of Arts	17	18	26	25	32
Master of Business Administration	35	37	38	28	35
Master of Education	96	100	86	70	59
Master of Arts in Teaching	N/A	6	21	9	11
Master of Science	10	7	11	13	8

Figure 1: Degrees Awarded by Academic Year



The # of baccalaureate recipients in 1999-00 was the lowest since 1991-92. [N = 958]

The # of graduate degree recipients in 1999-00 was the lowest since 1995-96. [N = 140]

Table 5:

Degrees Awarded by Race: 1996-97 through 2000-01

Fiscal Year	1996-97	1997-98	1998-99	1999-00	2000-01
Total Bachelor's	**1205**	**1260**	**1169**	**1056**	**1285**
African-American	63	82	83	79	**67**
American Indian	4	4	4	5	**3**
Asian/Pacific Islander	13	17	11	11	**15**
Hispanic	9	9	9	11	**13**
White	1104	1141	1054	929	**1147**
International	12	7	7	5	**6**
Unknown	-	-	1	16	**34**
% Known Minority	7.5%	8.9%	9.2%	10.2%	**7.9%**
% Minority + International	8.4%	9.4%	9.8%	10.7%	**8.3%**
% Unknown	-	-	0.1%	1.5%	**2.6%**
Total Master's	**158**	**168**	**182**	**145**	**145**
African American	4	11	11	6	**7**
American Indian	-	-	-	1	**0**
Asian/Pacific Islander	3	1	1	1	**2**
Hispanic	-	1	4	-	**2**
White	145	148	160	124	**119**
International	6	7	5	9	**13**
Unknown	-	-	1	4	**2**
% Known Minority	4.6%	8.1%	9.1%	6.1%	**8.5%**
% Minority + International	8.2%	11.9%	11.6%	12.1%	**16.8%**
% Unknown	-	-	0.5%	2.8%	**1.4%**

Figure 2:

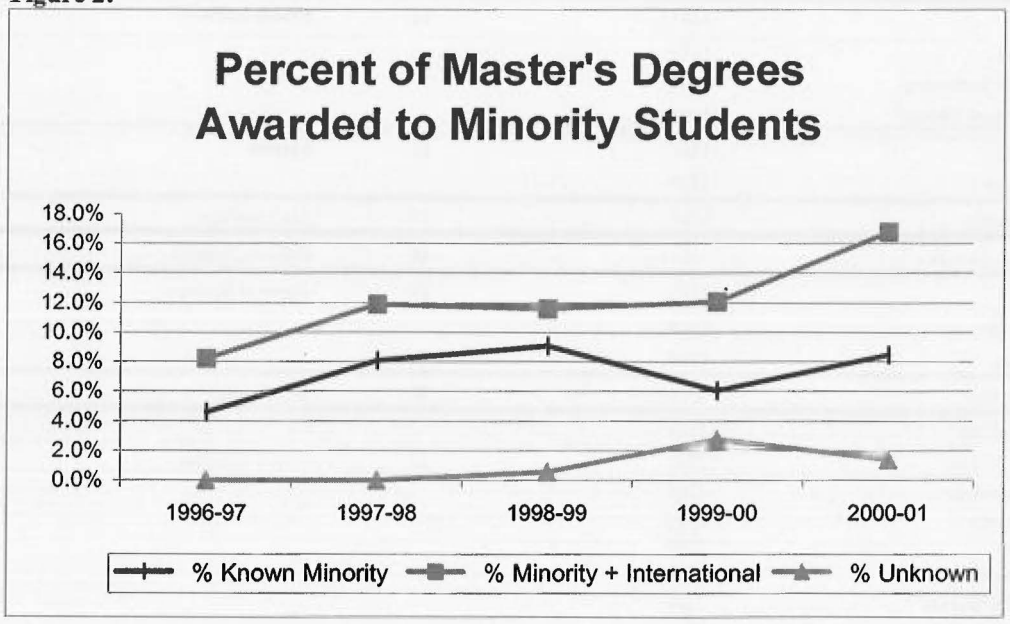


Table 1: **HEGIS and CIP Codes**

The HEGIS Taxonomy of Disciplines is a system for classifying academic disciplines. The Education Department phased CIP codes for HEGIS codes beginning in the mid 1980s. The Maryland Higher Education Commission has chosen to retain the obsolete HEGIS Taxonomy. The chart below details how SU disciplines fit into their classification scheme.

Discipline	4-digit HEGIS code	2-digit HEGIS groups	Group Title	CIP Crosswalk
Biology	0401	04	**Biological Sciences**	26.0101
Environmental Health	0420			26.0603
Accounting	0502	05	**Business & Management**	52.0301
Finance	0504			52.0801
Business Administration	0506			52.0201
Marketing	0506.02			52.1401
Communication Arts	0601	06	**Communications**	9.0101
Computer Science	0701	07	**Computer & Information**	11.0101
Info Systems Management	0702		**Sciences**	52.1201
Education	0801	08	**Education**	13.0101
Elementary Education	0802			13.1202
Secondary Education	0803			13.1205
Public School Administration	0827			13.0401
Science Education	0834			13.1316
Physical Education	0835			13.1314
Applied Health Physiology	0835.01			31.0505
Exercise Science	0835.02			31.0505
Athletic Training	0835.05			31.0503
Health Education	0837			13.1307
Pre-engineering	0901	09	**Engineering**	
Art	1001	10	**Fine Arts**	50.0702
Art (Fine)	1002			50.0799
Music - Applied	1004			50.0903
Music	1005			50.0901
Theatre	1007			50.0501
Dance	1008			50.0301
Modern Foreign Languages	1101	11	**Foreign Languages**	16.0101
French	1102			16.0901
German	1103			16.0501
Spanish	1105			16.0905
Russian	1106			16.0402
Health	1201	12	**Health Sciences**	51.9999
Nursing	1203			51.1601
Medical Technology	1223			51.1005
Respiratory Therapy	1299			51.0908
English	1501	15	**Letters**	23.0101
Philosophy	1509			38.0101
Mathematics	1701	17	**Mathematics**	27.0101
Military Science	1801	18	**Military Science**	
Physics	1902	19	**Physical Sciences**	40.0801
Chemistry	1905			40.0501
Geology	1914			40.0601
Psychology	2001	20	**Psychology**	42.0101
Social Work	2104			44.0701
Social Science	2201	22	**Social Sciences**	13.1318
Anthropology	2202			45.0201
Economics	2204			52.0601
History	2205			45.0801
Geography	2206			45.0701
Political Science	2207			45.1001
Sociology	2208			45.1101
General Studies/Liberal Studies	4901.01	49	**Interdisciplinary**	24.0101
Interdiscipinary Studies	4901.02			24.0101
Conflict Resolution	4999.25			30.0501

o:\fb01-02\new\hegis codes 2001.xls

Table 2:

TOTAL Student Credit Hours and FTES by Discipline & Course Level: Fall 2001

HEGIS CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Graduate (400G-600)	Total SCH
0502	Accounting	1,029	594	111	1,734
0835	Applied Health Physiology	-	-	117	117
2202	Anthropology	348	-	-	348
1001	Art	1,929	948	-	2,877
0401	Biology	5,116	1,403	72	6,591
0506	Business Administration	1,866	5,415	405	7,686
1905	Chemistry	2,663	419	-	3,082
0601	Communication Arts	3,524	1,131	-	4,655
0701	Computer Science	1,252	213	-	1,465
4999.25	Conflict Analysis & Dispute Re.	126	75	-	201
1008	Dance	192	21	-	213
2204	Economics	1,422	140	45	1,607
0827	Education Administration	-	-	207	207
0801	Education, General	660	1,362	936	2,958
0802	Education, Elementary	-	3,321	-	3,321
0802	Education, Master of Arts	-	-	147	147
0803	Education, Secondary	-	318	-	318
1501	English	4,323	1,991	267	6,581
0420	Environmental Health	96	124	-	220
1102	French	144	131	3	278
4901	General Studies	40	204	-	244
2206	Geography	2,293	537	-	2,830
1914	Geology	200	-	-	200
1103	German	87	27	-	114
1201	Health	154	-	-	154
2205	History	5,667	1,770	93	7,530
4999	Honors	309	106	-	415
0702	Info. System Management	550	989	-	1,539
4901	Interdisciplinary Studies	416	11	-	427
1104	Latin	63	-	-	63
1701	Mathematics	4,362	526	63	4,951
1223	Medical Technology	12	219	-	231
1801	Military Science	9	9	-	18
1101	Modern Languages	222	-	-	222
1005	Music	537	125	-	662
1004	Music-Applied	260	120	12	392
1203	Nursing	-	1,514	145	1,659
1509	Philosophy	1,002	956	-	1,958
0835	Physical Education	2,939	1,587	9	4,535
1902	Physics	859	263	-	1,122
2207	Political Science	924	451	-	1,375
0901	Pre-engineering	21	-	-	21
2001	Psychology	1,887	3,186	24	5,097
1299	Respiratory Therapy	-	279	-	279
1106	Russian	21	-	-	21
1999	Science Education	-	-	-	-
2201	Social Science	-	15	-	15
2104	Social Work	384	1,107	333	1,824
2208	Sociology	1,140	588	-	1,728
1105	Spanish	612	370	3	985
1007	Theatre	465	96	-	561
TOTAL STUDENT CREDIT HOURS		**50,125**	**32,661**	**2,992**	**85,778**
			FTES by Course Level		
GRAND TOTAL FTES		**3,342**	**2,177**	**249**	**5,768**

For FTES, divide by 15 at Lower and Upper Levels, and by 12 for Graduate.

Proportion Day	**71,015**	**82.8%**
Proportion Night	**14,763**	**17.2%**

MINC Faculty Credit Hours and Course Load by Discipline/Instructor,
Job #NMIS150, Prog # MISN210.

Student Credit Hours
Total SCH & FTES

Table 3:

DAY Courses (8:00 am to 5:00 pm) Student Credit Hours and FTES by Discipline and Course Level: Fall 2001

HEGIS CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Graduate (400G-600)	Total SCH
0502	Accounting	837	330	9	1,176
0835	Applied Health Physiology	-	-	-	-
2202	Anthropology	348	-	-	348
1001	Art	1,560	718	-	2,278
0401	Biology	5,028	1,403	-	6,431
0506	Business Administration	1,470	4,125	75	5,670
1905	Chemistry	2,503	419	-	2,922
0601	Communication Arts	2,726	807	-	3,533
0701	Computer Science	1,084	213	-	1,297
4999.25	Conflict Analysis & Dispute Re.	126	3	-	129
1008	Dance	192	21	-	213
2204	Economics	951	140	-	1,091
0827	Education Administration	-	-	-	-
0801	Education, General	570	999	6	1,575
0802	Education, Elementary	-	2,727	-	2,727
0802	Education, Master of Arts in Teaching	-	-	30	30
0803	Education, Secondary	-	306	-	306
1501	English	3,714	1,184	60	4,958
0420	Environmental Health	96	124	-	220
1102	French	144	131	3	278
4901.01	General Studies	-	204	-	204
2206	Geography	2,263	477	-	2,740
1914	Geology	200	-	-	200
1103	German	87	27	-	114
1201	Health	154	-	-	154
2205	History	4,758	1,392	42	6,192
4999	Honors	309	52	-	361
0702	Info. System Management	193	863	-	1,056
4901.02	Interdiscipinary Studies	416	11	-	427
1104	Latin	63	-	-	63
1701	Mathematics	3,533	526	9	4,068
1223	Medical Technology	12	219	-	231
1801	Military Science	9	9	-	18
1101	Modern Languages	-	-	-	-
1005	Music	529	119	-	648
1004	Music-Applied	172	120	11	303
1203	Nursing	-	1,514	60	1,574
1509	Philosophy	777	911	-	1,688
0835	Physical Education	2,675	1,461	9	4,145
1902	Physics	859	227	-	1,086
2207	Political Science	843	451	-	1,294
0901	Pre-engineering	21	-	-	21
2001	Psychology	1,599	2,958	9	4,566
1299	Respiratory Therapy	-	279	-	279
1106	Russian	21	-	-	21
0834	Science Education	-	-	-	-
2201	Social Science	-	15	-	15
2104	Social Work	306	905	168	1,379
2208	Sociology	1,035	531	-	1,566
1105	Spanish	486	370	3	859
1007	Theatre	465	96	-	561
TOTAL STUDENT CREDIT HOURS		**43,134**	**27,387**	**494**	**71,015**
			FTES by Course Level		
FTES by Course Level		**2,875.6**	**1,825.8**	**41.2**	**4742.6**

For FTES, divide by 15 at Lower and Upper Levels, and by 12 for Graduate.

Proportion of Total Student Credit Hours	82.8%

Table 4:

NIGHT Courses (After 5:00 pm) Student Credit Hours and FTES
by Discipline and Course Level: Fall 2001

HEGIS CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Graduate (400G-600)	Total SCH
0502	Accounting	192	264	102	558
0835	Applied Health Physiology	-	-	117	117
2202	Anthropology	-	-	-	-
1001	Art	369	230	-	599
0401	Biology	88	-	72	160
0506	Business Administration	396	1,290	330	2,016
1905	Chemistry	160	-	-	160
0601	Communication Arts	798	324	-	1,122
0701	Computer Science	168	-	-	168
4999.25	Conflict Analysis & Dispute Re.	-	72	-	72
1008	Dance	-	-	-	-
2204	Economics	471	-	45	516
0827	Education, Administration	-	-	207	207
0801	Education, General	90	363	930	1,383
0802	Education, Elementary	-	594	-	594
0802	Education, Master of Arts	-	-	117	117
0803	Education, Secondary	-	12	-	12
1501	English	609	807	207	1,623
0420	Environmental Health	-	-	-	-
1102	French	-	-	-	-
4901.01	General Studies	40	-	-	40
2206	Geography	30	60	-	90
1914	Geology	-	-	-	-
1103	German	-	-	-	-
1201	Health	-	-	-	-
2205	History	909	378	51	1,338
4999	Honors	-	54	-	54
0702	Info. System Management	357	126	-	483
4901.02	Interdisciplinary Studies	-	-	-	-
1104	Latin	-	-	-	-
1701	Mathematics	829	-	54	883
1223	Medical Technology	-	-	-	-
1801	Military Science	-	-	-	-
1101	Modern Languages	222	-	-	222
1005	Music	8	6	-	14
1004	Music Applied	88	-	1	89
1203	Nursing	-	-	85	85
1509	Philosophy	225	45	-	270
0835	Physical Education	264	126	-	390
1902	Physics	-	36	-	36
2207	Political Science	81	-	-	81
0901	Pre-engineering	-	-	-	-
2001	Psychology	288	228	15	531
1299	Respiratory Therapy	-	-	-	-
1106	Russian	-	-	-	-
1999	Science Education	-	-	-	-
2201	Social Science	-	-	-	-
2104	Social Work	78	202	165	445
2208	Sociology	105	57	-	162
1105	Spanish	126	-	-	126
1007	Theatre	-	-	-	-
TOTAL STUDENT CREDIT HOURS		**6,991**	**5,274**	**2,498**	**14,763**
			FTE by Course Level		
FTES by Course Level		**466.1**	**351.6**	**208.2**	**1,026**

Proportion of Total SCHS	17.2%

*No evening courses were offered as "TBA" and none were offered off-campus.
SCH for courses taken at UMES not included here.

Table 5: Total Student Credit Hours by Department: Fall Enrollment 1997-2001

Department	1997	1998	1999	2000	2001
Accounting	1,713	1,812	1,809	1,809	1,734
Anthropology	459	372	501	444	348
Applied Health Physiology	N/A	N/A	N/A	87	117
Art	2,136	2,180	2,395	2,728	2,877
Art (Fine)	-	-	-	-	-
Biology	6,424	6,087	5,838	6,000	6,591
Business Administration	6,455	6,045	6,295	6,859	7,686
Chemistry	2,779	2,841	2,884	2,738	3,082
Communication Arts	4,454	4,502	4,421	4,852	4,655
Computer Science	918	929	1,127	1,370	1,465
Conflict Analysis & Dispute Res	N/A	N/A	N/A	N/A	201
Dance	176	250	236	197	213
Economics	1,119	1,377	1,575	1,632	1,607
Education Administration	N/A	N/A	N/A	198	207
Education, Elementary	2,691	2,919	2,556	3,168	3,321
Education, General	3,747	3,318	3,402	3,089	2,958
Education, Master of Arts in Teaching	N/A	N/A	N/A	78	147
Education, Secondary	393	282	306	270	318
English	6,183	6,507	6,371	6,798	6,581
Environmental Health	343	247	176	209	220
French	242	246	232	237	278
General Studies	162	311	295	274	244
Geography	2,568	2,468	2,742	2,802	2,830
Geology	186	249	210	-	200
German	128	131	112	109	114
Health	273	369	154	159	154
History	6,288	6,969	6,627	7,491	7,530
Honors	N/A	N/A	N/A	N/A	415
Infor. System Management	953	1,006	1,196	1,412	1,539
Interdisciplinary Studies	484	449	627	706	427
Latin	-	-	69	60	63
Mathematics	3,784	4,435	4,326	4,513	4,951
Medical Technology	259	209	152	199	231
Military Science	32	26	14	14	18
Modern Languages	33	168	201	252	222
Music	867	905	962	790	662
Music-Applied	287	332	377	397	392
Nursing	1,348	1,380	1,437	1,731	1,659
Philosophy	1,515	1,478	1,484	1,455	1,958
Physical Education	3,775	4,160	4,480	4,127	4,535
Physics	1,395	1,400	1,212	1,501	1,122
Political Science	1,401	1,618	1,508	1,472	1,375
Pre-Engineering	21	-	-	-	21
Psychology	4,185	4,101	4,600	5,160	5,097
Respiratory Therapy	584	441	310	267	279
Russian	33	39	45	27	21
Science Education	80	112	96	-	-
Social Science	3	12	-	3	15
Social Work	1,731	1,398	1,407	1,645	1,824
Sociology	1,389	1,428	1,452	1,752	1,728
Spanish	772	738	921	1,093	985
Theatre	N/A	N/A	N/A	N/A	561
TOTALS	**74,768**	**76,246**	**77,140**	**82,174**	**85,778**

Note: The programs in Public School Administration and Master of Arts in Teaching have been in existence for longer than the number of years shown above. The student credit hours for these programs had been included in Education, General previously.

Table 6:

Analysis of Annualized FTE

Full-Time Equivalent Students and Total Headcount by Course Level

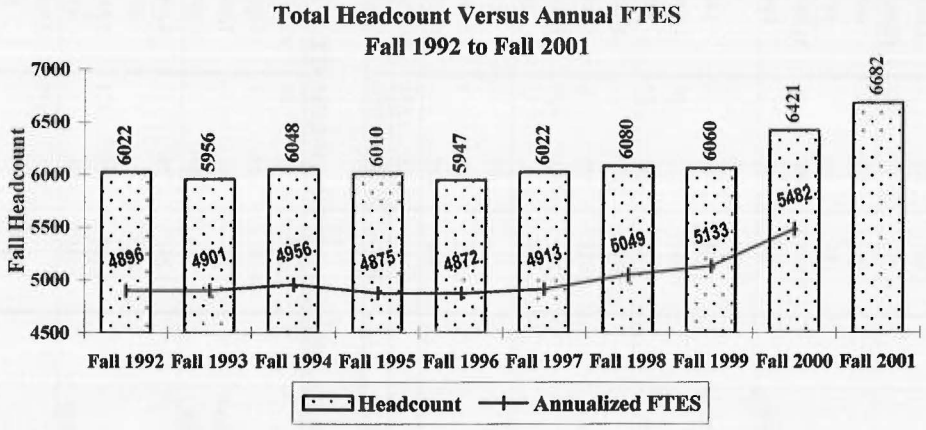
FY 1993 through FY 2001

Semester	Undergraduate			Graduate	Total FTE	Total Headcount
	Lower	Upper	Subtotal			
Fall 1992	2863.4	1927.9	4791.3	225.6	**5016.9**	6022
Spring 1993	2483.4	2078.6	4562.0	213.3	**4775.3**	
Ratio, Fall to Spring	53.6/43.4	48.1/51.9	51.2/48.8	51.4/48.6	**51.2/48.8**	
Annualized FY 1992-93	**2673.4**	**2003.3**	**4676.7**	**219.5**	**4896.1**	
Fall 1993	2801.9	1973.2	4775.1	220.0	**4995.1**	5956
Spring 1994	2545.7	2038.0	4583.7	222.5	**4806.2**	
Ratio, Fall to Spring	52.4/47.6	49.2/50.8	51.0/49.0	49.7/50.3	**51.0/49.0**	
Annualized FY 1993-94	**2673.8**	**2005.6**	**4679.4**	**221.3**	**4900.7**	
Fall 1994	2863.7	1939.8	4803.5	227.8	**5031.4**	6048
Spring 1995	2569.1	2082.7	4651.8	229.6	**4881.4**	
Ratio, Fall to Spring	52.7/47.3	48.2/51.8	50.8/49.2	49.8/50.2	**50.8/49.2**	
Annualized FY 1994-95	**2716.4**	**2011.3**	**4727.7**	**228.7**	**4956.4**	
Fall 1995	2737.1	1995.8	4732.9	229.0	**4961.9**	6010
Spring 1996	2424.7	2128.7	4553.4	234.2	**4787.6**	
Ratio, Fall to Spring	53.0/47.0	48.4/51.6	51.0/49.0	49.4/50.6	**50.9/49.1**	
Annualized FY 1995-96	**2580.9**	**2062.3**	**4643.2**	**231.6**	**4874.8**	
Fall 1996	2749.3	1988.8	4738.1	237.9	**4976**	5947
Spring 1997	2487.8	2040.6	4528.4	240.0	**4768**	
Ratio, Fall to Spring	52.5/47.5	49.4/50.6	51.1/48.9	49.8/50.2	**51.9/48.9**	
Annualized FY 1996-97	**2618.6**	**2014.7**	**4633.3**	**239.0**	**4872**	
Fall 1997	2850.9	1950.4	4801.3	233.3	**5035**	6022
Spring 1998	2545.2	2032.0	4577.2	214.9	**4792**	
Ratio, Fall to Spring	52.8/47.2	49.0/51.0	51.2/48.8	52.1/47.9	**51.2/48.8**	
Annualized FY 1997-98	**2698.1**	**1991.2**	**4689.3**	**224.1**	**4913.5**	
Fall 1998	3017.4	1909.7	4927.1	194.9	**5122**	6080
Spring 1999	2757.4	2019.3	4776.7	199.3	**4976**	
Ratio, Fall to Spring	52.3/47.7	48.6/51.4	50.8/49.2	49.4/50.6	**50.7/49.3**	
Annualized FY 1998-99	**2887.4**	**1964.5**	**4851.9**	**197.1**	**5049**	
Fall 1999	3064.5	1925.7	4990.2	190.6	**5181**	6060
Spring 2000	2721.2	2176.2	4897.4	186.9	**5084**	
Ratio, Fall to Spring	53.0/47.0	46.9/53.1	50.5/49.5	50.5/49.5	**50.5/49.5**	
Annualized FY 1999-00	**2892.9**	**2051.0**	**4943.8**	**188.8**	**5132.5**	
Fall 2000	3123.7	2191.1	5314.8	204.3	**5519.1**	6421
Spring 2001	2956.2	2284.9	5241.1	204.4	**5445.5**	
Ratio, Fall to Spring	53.0/47.0	46.9/53.1	50.5/49.5	50.5/49.5	**50.5/49.5**	
Annualized FY 2000-01	**3040.0**	**2238.0**	**5277.9**	**204.4**	**5482.3**	
Fall 2001	3341.7	2177.4	5519.1	249.3	**5768.4**	6682

Source: MINC Faculty Credit Hours and Course Load by Discipline/Instructor, NMIS150, MISN210

Calculations prior to Fall 1995 include SCHs taken by SSU students at UMES.

Figure 1:



Annual Student Credit Hour Production by School, Discipline & Level: Academic Year 1996-97 to 2000-01

Table 7:

Discipline	1996-97				1997-98				1998-99				1999-00				2000-01			
	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total
THE CHARLES R. & MARTHA N. FULTON SCHOOL OF LIBERAL ARTS																				
Anthropology	621	138	-	**759**	747	69	-	**816**	672	84	-	**756**	696	180	-	**876**	759	111	3	**873**
Art	2,781	1,524	7	**4,312**	2,739	1,678	3	**4,420**	3,117	1,519	4	**4,640**	3,135	1,950	3	**5,088**	3,387	2,225	2	**5,614**
Comm. Arts	5,565	2,433	3	**8,001**	5,680	2,919	-	**8,599**	6,270	2,784	-	**9,054**	6,751	2,806	-	**9,557**	7,114	2,927	3	**10,044**
English	6,798	3,177	507	**10,482**	8,061	2,839	525	**11,425**	8,607	3,333	447	**12,387**	8,334	3,433	496	**12,263**	8,058	4,621	507	**13,186**
French	394	105	-	**499**	378	137	3	**518**	348	95	3	**446**	309	150	-	**459**	267	168	-	**435**
German	158	36	-	**194**	193	39	-	**232**	154	48	-	**202**	141	42	-	**183**	139	33	-	**172**
History	8,874	2,988	99	**11,961**	9,426	2,814	123	**12,363**	10,476	2,664	276	**13,416**	9,792	2,760	306	**12,858**	10,740	3,471	270	**14,481**
Interdisc. Studies	726	142	-	**868**	758	182	-	**940**	830	133	-	**963**	1,036	217	-	**1,253**	1,098	194	-	**1,292**
Latin	-	-	-	**-**	-	-	-	**-**	-	-	-	**-**	-	-	-	**-**	90	-	-	**90**
Mod. Foreign Lang.	144	-	-	**144**	51	-	-	**51**	276	-	-	**276**	378	-	-	**378**	330	-	-	**330**
Music	1,461	227	16	**1,704**	1,506	212	18	**1,736**	1,427	214	-	**1,641**	1,422	312	3	**1,737**	1,202	269	-	**1,471**
Music, Applied	342	163	22	**527**	378	210	15	**603**	522	189	1	**712**	494	238	11	**743**	561	209	5	**775**
Philosophy	1,656	901	-	**2,557**	1,995	1,024	-	**3,019**	1,809	1,111	3	**2,923**	1,887	941	3	**2,831**	1,920	1,218	6	**3,144**
Political Science	1,651	888	6	**2,545**	1,773	910	-	**2,683**	1,851	1,245	-	**3,096**	1,857	1,089	-	**2,946**	1,857	1,263	-	**3,120**
Psychology	3,201	4,875	429	**8,505**	3,258	4,683	360	**8,301**	3,123	4,951	342	**8,416**	3,366	5,697	255	**9,318**	3,528	6,697	147	**10,372**
Russian	15	-	-	**15**	54	-	-	**54**	60	-	-	**60**	45	-	-	**45**	36	-	-	**36**
Social Science	-	12	-	**12**	-	15	-	**15**	-	33	-	**33**	-	18	-	**18**	-	33	-	**33**
Sociology	1,392	979	3	**2,374**	1,722	1,168	-	**2,890**	1,791	1,031	-	**2,822**	1,950	1,009	-	**2,959**	2,274	1,147	-	**3,421**
Spanish	900	427	-	**1,327**	1,125	377	-	**1,502**	990	541	-	**1,531**	1,224	565	-	**1,789**	1,158	802	-	**1,960**
Totals	**36,679**	**19,015**	**1,092**	**56,786**	**39,844**	**19,276**	**1,047**	**60,167**	**42,323**	**19,975**	**1,076**	**63,374**	**42,817**	**21,407**	**1,077**	**65,301**	**44,518**	**25,388**	**943**	**70,849**
Percent of Total	**46.7%**	**31.5%**	**19.0%**	**39.2%**	**49.2%**	**32.3%**	**19.5%**	**41.2%**	**48.9%**	**33.9%**	**22.7%**	**42.2%**	**49.3%**	**34.8%**	**23.8%**	**42.7%**	**48.8%**	**37.8%**	**19.2%**	**43.4%**
THE RICHARD A. HENSON SCHOOL OF SCIENCE & TECHNOLOGY																				
Biology	7,847	4,119	71	**12,037**	7,818	4,256	65	**12,139**	8,262	3,412	19	**11,693**	7,910	3,171	21	**11,102**	8,701	2,974	40	**11,715**
Chemistry	4,815	643	3	**5,461**	4,551	583	-	**5,134**	4,770	489	-	**5,259**	4,796	525	-	**5,321**	4,527	641	-	**5,168**
Computer Science	1,807	181	-	**1,988**	1,673	123	-	**1,796**	1,673	158	-	**1,831**	1,891	169	-	**2,060**	2,088	489	-	**2,577**
Environ. Health	114	403	-	**517**	111	403	-	**514**	72	387	-	**459**	96	401	-	**497**	87	402	-	**489**
Geography	4,261	729	-	**4,990**	4,158	735	-	**4,893**	4,091	707	9	**4,807**	4,701	737	6	**5,444**	4,746	837	-	**5,583**
Geology	447	-	-	**447**	402	-	-	**402**	549	-	-	**549**	426	-	-	**426**	-	-	-	**-**
Mathematics	6,500	928	124	**7,552**	6,808	738	51	**7,597**	7,561	848	51	**8,460**	7,305	932	33	**8,270**	7,819	905	51	**8,775**
Med. Technology	31	460	-	**491**	37	537	-	**574**	31	450	-	**481**	12	341	-	**353**	17	446	-	**463**
Nursing	-	2,675	470	**3,145**	-	2,410	375	**2,785**	-	2,397	283	**2,680**	-	2,602	331	**2,933**	-	2,981	337	**3,318**
Pre-engineering	39	-	-	**39**	21	-	-	**21**	-	-	-	**-**	-	-	-	**-**	-	-	-	**-**
Physics	2,564	230	-	**2,794**	2,223	272	-	**2,495**	2,122	278	-	**2,400**	1,992	400	-	**2,392**	2,283	474	-	**2,757**
Resp. Therapy	57	1,270	-	**1,327**	69	1,112	-	**1,181**	24	802	-	**826**	33	600	-	**633**	24	548	-	**572**
Totals	**28,482**	**11,638**	**668**	**40,788**	**27,871**	**11,169**	**491**	**39,531**	**29,155**	**9,928**	**362**	**39,445**	**29,162**	**9,878**	**391**	**39,431**	**30,292**	**10,697**	**428**	**41,417**
Percent of Total	**36.3%**	**19.3%**	**11.6%**	**28.2%**	**34.4%**	**18.7%**	**9.1%**	**27.1%**	**33.7%**	**16.8%**	**7.7%**	**26.2%**	**33.6%**	**16.1%**	**8.6%**	**25.8%**	**33.2%**	**15.9%**	**8.7%**	**25.4%**

Annual Student Credit Hour Production by School, Discipline, & Level cont.

Table 7 cont.

Discipline	1996-97				1997-98				1998-99				1999-00				2000-01			
	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total
THE FRANKLIN P. PERDUE SCHOOL OF BUSINESS																				
Accounting	1,710	1,821	-	3,531	1,659	1,536	-	3,195	1,947	1,470	87	**3,504**	2,058	1,443	132	**3,633**	1,968	1,212	150	**3,330**
Business Admin.	2,472	8,388	990	11,850	2,169	9,141	1,047	12,357	2,559	9,041	633	**12,233**	2,589	9,807	480	**12,876**	2,844	10,585	734	**14,163**
Economics	1,944	423	-	2,367	1,950	330	-	2,280	2,322	282	99	**2,703**	2,460	489	135	**3,084**	2,559	348	123	**3,030**
Info Sys. Mgmt.	1,166	609	-	1,775	1,165	915	-	2,080	1,173	1,212	60	**2,445**	1,182	1,420	-	**2,602**	1,323	1,721	-	**3,044**
Totals	**7,292**	**11,241**	**990**	**19,523**	**6,943**	**11,922**	**1,047**	**19,912**	**8,001**	**12,005**	**879**	**20,885**	**8,289**	**13,159**	**747**	**22,195**	**8,694**	**13,866**	**1,007**	**23,567**
Percent of Total	**9.3%**	**18.6%**	**17.3%**	**13.5%**	**8.6%**	**20.0%**	**19.5%**	**13.6%**	**9.2%**	**20.4%**	**18.6%**	**13.9%**	**9.6%**	**21.4%**	**16.5%**	**14.5%**	**9.5%**	**20.7%**	**20.5%**	**14.4%**
THE SAMUEL W. AND MARILYN C. SEIDEL SCHOOL OF EDUCATION & PROFESSIONAL STUDIES																				
Appl Hlth Physiology	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	195	**195**
Dance	244	75	-	**319**	292	91	-	**383**	515	79	-	**594**	487	58	-	**545**	503	87	-	**590**
Education, Administration	-	-	-	**-**	-	-	-	**-**	-	-	-	**-**	-	-	-	**-**	-	-	330	**330**
Education, Elementary	-	5,775	21	**5,796**	-	4,870	2,703	**7,573**	-	5,325	69	**5,394**	-	5,045	2,162	**7,207**	-	6,330	-	**6,330**
Education, General	-	5,021	2,877	**7,898**	-	5,262	18	**5,280**	-	4,937	2,112	**7,049**	-	4,926	69	**4,995**	885	3,590	1,773	**6,248**
Education, Master of Arts	-	-	-	**-**	-	-	-	**-**	-	-	99	**99**	-	-	-	**-**	-	-	195	**195**
Education, Science	84	-	-	**84**	60	20	-	**80**	112	-	-	**112**	116	-	-	**116**	-	-	-	**-**
Education, Secondary	-	918	18	**936**	-	1,014	15	**1,029**	-	741	42	**783**	-	756	36	**792**	-	672	-	**672**
General Studies	150	105	51	**306**	217	103	30	**350**	175	225	74	**474**	159	294	15	**468**	78	537	22	**637**
Health	69	195	3	**267**	678	198	-	**876**	762	165	-	**927**	404	135	-	**539**	475	105	-	**580**
Leisure Studies	144	-	-	**144**	51	-	-	**51**	-	-	-	**-**	-	-	-	**-**	-	-	-	**-**
Military Science	639	180	-	**819**	6	56	-	**62**	-	48	-	**48**	8	22	-	**30**	18	13	-	**31**
Physical Education	4,436	3,065	9	**7,510**	4,744	2,649	12	**7,405**	5,268	2,859	12	**8,139**	5,059	3,279	21	**8,359**	5,231	3,134	6	**8,371**
Social Work	339	3,214	6	**3,559**	237	3,106	15	**3,358**	312	2,649	6	**2,967**	285	2,584	9	**2,878**	504	2,721	6	**3,231**
Totals	**6,105**	**18,548**	**2,985**	**27,638**	**6,285**	**17,369**	**2,793**	**26,447**	**7,144**	**17,028**	**2,414**	**26,586**	**6,518**	**17,099**	**2,312**	**25,929**	**7,694**	**17,189**	**2,527**	**27,410**
Percent of Total	**7.8%**	**30.7%**	**52.0%**	**19.1%**	**7.8%**	**29.1%**	**51.9%**	**18.1%**	**8.2%**	**28.9%**	**51.0%**	**17.7%**	**7.5%**	**27.8%**	**51.1%**	**17.0%**	**8.4%**	**25.6%**	**51.5%**	**16.8%**
Grand Totals	**78,558**	**60,442**	**5,735**	**144,735**	**80,943**	**59,736**	**5,378**	**146,057**	**86,623**	**58,936**	**4,731**	**150,290**	**86,786**	**61,543**	**4,527**	**152,856**	**91,198**	**67,140**	**4,905**	**163,243**

Source: Faculty Credit Hours and Course Load by Department/Discipline/Instructor, Job NMIS150, Program MISN220

LD =100 & 200 level; UD=300 & 400 level; Grad=400G & above.

NOTES:

Beginning with AY 2000-2001 reporting, the SCH generated by Education graduate programs is now differentiated by program type.

Salisbury University has degree programs in Fine Arts, Physical Science, and Liberal Arts although no courses are offered in those specific disciplines.

Annual Student Credit Hour Production by School, Discipline, and Semester
1996-97 through 2000-2001

Table 8:

Discipline	1996-97			1997-98			1998-99			1999-00			2000-01		
	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total
THE CHARLES R. & MARTHA N. FULTON SCHOOL OF LIBERAL ARTS															
Anthropology	435	324	**759**	459	357	**816**	372	384	**756**	501	375	**876**	444	429	**873**
Art	2,029	2,283	**4,312**	2,136	2,284	**4,420**	2,180	2,460	**4,640**	2,395	2,693	**5,088**	2,728	2,886	**5,614**
Comm. Arts	3,947	4,054	**8,001**	4,454	4,145	**8,599**	4,502	4,552	**9,054**	4,421	5,136	**9,557**	4,852	5,192	**10,044**
English	5,427	5,055	**10,482**	6,183	5,242	**11,425**	6,507	5,880	**12,387**	6,371	5,892	**12,263**	6,798	6,388	**13,186**
French	249	250	**499**	242	276	**518**	246	200	**446**	232	227	**459**	237	198	**435**
German	122	72	**194**	128	104	**232**	131	71	**202**	112	71	**183**	109	63	**172**
History	6,291	5,670	**11,961**	6,288	6,075	**12,363**	6,969	6,447	**13,416**	6,627	6,231	**12,858**	7,491	6,990	**14,481**
Interdisc. Studies	448	420	**868**	484	456	**940**	449	514	**963**	627	626	**1,253**	706	586	**1,292**
Latin	-	-	**-**	-	-	**-**	-	-	**-**	69	33	**102**	60	30	**90**
Modern Languages	-	144	**144**	33	18	**51**	168	108	**276**	201	75	**276**	252	78	**330**
Music	876	828	**1,704**	867	869	**1,736**	905	736	**1,641**	962	775	**1,737**	790	681	**1,471**
Music, Applied	274	253	**527**	287	316	**603**	332	380	**712**	377	366	**743**	397	378	**775**
Philosophy	1,314	1,243	**2,557**	1,515	1,504	**3,019**	1,478	1,445	**2,923**	1,484	1,347	**2,831**	1,455	1,689	**3,144**
Political Science	1,407	1,138	**2,545**	1,401	1,282	**2,683**	1,618	1,478	**3,096**	1,508	1,438	**2,946**	1,472	1,648	**3,120**
Psychology	4,459	4,046	**8,505**	4,185	4,116	**8,301**	4,101	4,315	**8,416**	4,600	4,718	**9,318**	5,160	5,212	**10,372**
Russian	15	-	**15**	33	21	**54**	39	21	**60**	45	-	**45**	27	9	**36**
Social Science	-	12	**12**	3	12	**15**	12	21	**33**	-	18	**18**	3	30	**33**
Sociology	1,212	1,162	**2,374**	1,389	1,501	**2,890**	1,428	1,394	**2,822**	1,452	1,507	**2,959**	1,752	1,669	**3,421**
Spanish	681	646	**1,327**	772	730	**1,502**	738	793	**1,531**	921	868	**1,789**	1,093	867	**1,960**
Totals	**29,186**	**27,600**	**56,786**	**30,859**	**29,308**	**60,167**	**32,175**	**31,199**	**63,374**	**32,905**	**32,396**	**65,301**	**35,826**	**35,023**	**70,849**
Percent of Total	**39.5%**	**39.0%**	**39.2%**	**41.2%**	**41.1%**	**41.2%**	**42.2%**	**42.1%**	**42.2%**	**42.7%**	**42.8%**	**42.7%**	**43.6%**	**43.2%**	**43.4%**
THE RICHARD A. HENSON SCHOOL OF SCIENCE & TECHNOLOGY															
Biology	6,482	5,555	**12,037**	6,424	5,715	**12,139**	6,087	5,606	**11,693**	5,838	5,264	**11,102**	6,000	5,715	**11,715**
Chemistry	3,128	2,333	**5,461**	2,779	2,355	**5,134**	2,841	2,418	**5,259**	2,884	2,437	**5,321**	2,738	2,430	**5,168**
Computer Science	1,051	937	**1,988**	918	878	**1,796**	929	902	**1,831**	1,127	933	**2,060**	1,370	1,207	**2,577**
Environ. Health	243	274	**517**	343	171	**514**	247	212	**459**	176	321	**497**	209	280	**489**
Geography	2,494	2,496	**4,990**	2,568	2,325	**4,893**	2,468	2,339	**4,807**	2,742	2,702	**5,444**	2,802	2,781	**5,583**
Geology	240	207	**447**	186	216	**402**	249	300	**549**	210	216	**426**	-	-	**-**
Mathematics	3,945	3,607	**7,552**	3,784	3,813	**7,597**	4,435	4,025	**8,460**	4,326	3,944	**8,270**	4,513	4,262	**8,775**
Med. Technology	225	266	**491**	259	315	**574**	209	272	**481**	152	201	**353**	199	264	**463**
Nursing	1,536	1,609	**3,145**	1,348	1,437	**2,785**	1,380	1,300	**2,680**	1,437	1,496	**2,933**	1,731	1,587	**3,318**
Pre-engineering	27	12	**39**	21	-	**21**	-	-	**-**	-	-	**-**	-	-	**-**
Physics	1,370	1,424	**2,794**	1,395	1,100	**2,495**	1,400	1,000	**2,400**	1,212	1,180	**2,392**	1,501	1,256	**2,757**
Resp. Therapy	683	644	**1,327**	584	597	**1,181**	441	385	**826**	310	323	**633**	267	305	**572**
Totals	**21,424**	**19,364**	**40,788**	**20,609**	**18,922**	**39,531**	**20,686**	**18,759**	**39,445**	**20,414**	**19,017**	**39,431**	**21,330**	**20,087**	**41,417**
Percent of Total	**29.0%**	**27.3%**	**28.2%**	**27.5%**	**26.6%**	**27.1%**	**27.1%**	**25.3%**	**26.2%**	**26.5%**	**25.1%**	**25.8%**	**26.0%**	**24.8%**	**25.4%**

MINC Faculty Credit Hours and Course Load by Department/Discipline/Instructor,
Job #NMIS150, Prog #MISN220

Annual Student Credit Hour by School, Discipline, and Semester cont.

Table 8 cont.

Discipline	1996-97			1997-98			1998-99			1999-00			2000-01		
	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total
THE FRANKLIN P. PERDUE SCHOOL OF BUSINESS															
Accounting	1,845	1,686	3,531	1,713	1,482	**3,195**	1,812	1,692	**3,504**	1,809	1,824	**3,633**	1,809	1,521	**3,330**
Business Admin.	5,919	5,931	11,850	6,455	5,902	**12,357**	6,045	6,188	**12,233**	6,295	6,581	**12,876**	6,859	7,304	**14,163**
Economics	1,287	1,080	2,367	1,119	1,161	**2,280**	1,377	1,326	**2,703**	1,575	1,509	**3,084**	1,632	1,398	**3,030**
Info Sys. Mgmt.	681	1,094	1,775	953	1,127	**2,080**	1,006	1,439	**2,445**	1,196	1,406	**2,602**	1,412	1,632	**3,044**
Totals	**9,732**	**9,791**	**19,523**	**10,240**	**9,672**	**19,912**	**10,240**	**10,645**	**20,885**	**10,875**	**11,320**	**22,195**	**11,712**	**11,855**	**23,567**
Percent of Total	**13.2%**	**13.8%**	**13.5%**	**13.7%**	**13.6%**	**13.6%**	**13.4%**	**14.4%**	**13.9%**	**14.1%**	**15.0%**	**14.5%**	**14.3%**	**14.6%**	**14.4%**
THE SAMUEL W. AND MARILYN C. SEIDEL SCHOOL OF EDUCATION & PROFESSIONAL STUDIES															
Applied Health Physiology	-	-	-	-	-	-	-	-	-	-	-	-	87	108	**195**
Dance	156	163	**319**	176	207	**383**	250	344	**594**	236	309	**545**	197	393	**590**
Education, Administration	-	-	-	-	-	-	-	-	-	-	-	-	198	132	**330**
Education, Elementary	3,039	2,757	**5,796**	2,691	2,589	**5,280**	2,919	2,475	**5,394**	2,556	2,439	**4,995**	3,168	3,162	**6,330**
Education, General	3,793	4,105	**7,898**	3,747	3,826	**7,573**	3,318	3,731	**7,049**	3,402	3,703	**7,105**	3,089	3,159	**6,248**
Education, Master of Arts	-	-	-	-	-	-	-	99	**99**	-	102	**102**	78	117	**195**
Education, Science	52	32	**84**	80	-	**80**	112	-	**112**	96	20	**116**	-	-	-
Education, Secondary	381	555	**936**	393	636	**1,029**	282	501	**783**	306	486	**792**	270	402	**672**
General Studies	167	139	**306**	162	188	**350**	311	163	**474**	295	173	**468**	274	363	**637**
Health	264	573	**837**	273	603	**876**	369	558	**927**	154	385	**539**	159	421	**580**
Leisure Studies	69	75	**144**	51	-	**51**	-	-	-	-	-	-	-	-	-
Military Science	126	123	**249**	32	30	**62**	26	22	**48**	14	16	**30**	14	17	**31**
Physical Education	3,870	3,640	**7,510**	3,775	3,630	**7,405**	4,160	3,979	**8,139**	4,480	3,879	**8,359**	4,127	4,244	**8,371**
Social Work	1,668	1,891	**3,559**	1,731	1,627	**3,358**	1,398	1,569	**2,967**	1,407	1,471	**2,878**	1,645	1,586	**3,231**
Totals	**13,585**	**14,053**	**27,638**	**13,111**	**13,336**	**26,447**	**13,145**	**13,441**	**26,586**	**12,946**	**12,983**	**25,929**	**13,306**	**14,104**	**27,410**
Percent of Total	**18.4%**	**19.8%**	**19.1%**	**17.5%**	**18.7%**	**18.1%**	**17.2%**	**18.2%**	**17.7%**	**16.8%**	**17.1%**	**17.0%**	**16.2%**	**17.4%**	**16.8%**
Grand Totals	**73,927**	**70,808**	**144,735**	**74,819**	**71,238**	**146,057**	**76,246**	**74,044**	**150,290**	**77,140**	**75,716**	**152,856**	**82,174**	**81,069**	**163,243**

Source: Faculty Credit Hours and Course Load by Department/Discipline/Instructor, Job NMIS150, Program MISN220

LD =100 & 200 level; UD=300 & 400 level; Grad=400G & above.

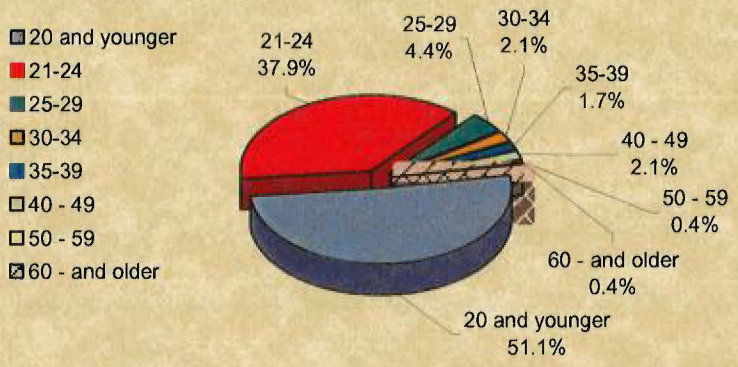
NOTES:

Beginning with AY 2000-2001 reporting, the SCH generated by Education graduate programs is now differentiated by program type.

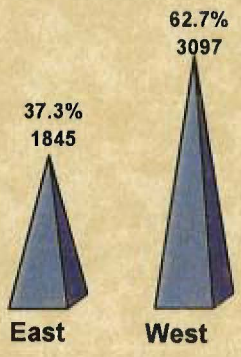
Salisbury University has degree programs in Fine Arts, Physical Science, and Liberal Arts although no courses are offered in those specific disciplines.

Undergraduate Enrollment & Demographics

Undergraduate Age Distribution in Years, Fall 2001



Fall 2001 Total U/G Enrollment: Eastern/Western Shores



Fall 1997 - Fall 2001 Undergraduate Enrollment by Gender

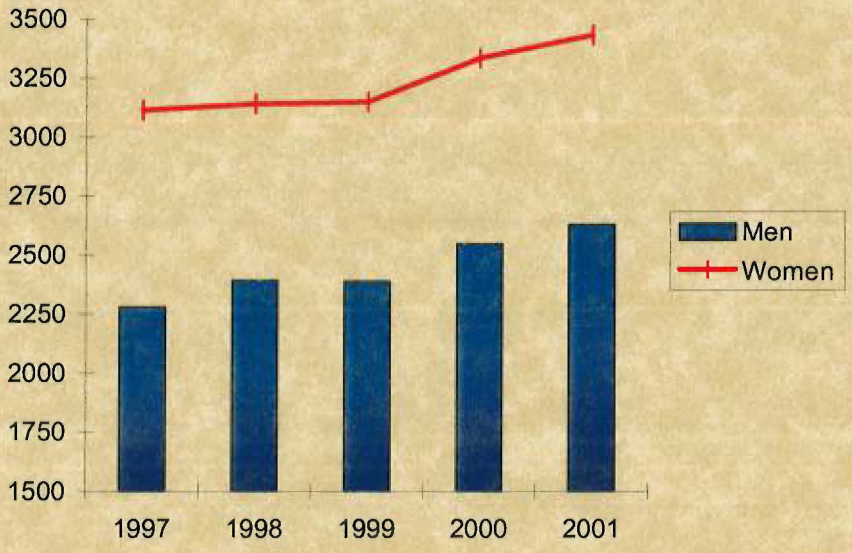


Table 1: **Total *UNDERGRADUATE* Fall Enrollment: 1997 - 2001**

Fall Semesters	1997	1998	1999	2000	2001
Total Headcount	**5391**	**5534**	**5536**	**5883**	**6060**
% Annual Growth	1.8%	2.7%	0.0%	6.3%	**3.0%**
Total Men	2278	2393	2388	2548	**2628**
% Men	42.3%	43.2%	43.1%	43.3%	**43.4%**
Total Women	3113	3141	3148	3335	**3432**
% Women	57.7%	56.8%	56.9%	56.7%	**56.6%**
FTE	4801	4927	4990	5315	**5519**
% Annual Growth	1.3%	2.6%	1.3%	6.5%	**3.8%**
Full-Time Students	4466	4607	4708	5040	**5280**
Men	1931	2012	2027	2195	**2295**
Women	2535	2595	2681	2845	**2985**
% Full-Time	82.8%	83.2%	85.0%	85.7%	**87.1%**
Average Age Student			**22**	**22**	**21.5**
Part-Time Students	925	927	828	843	**780**
Men	347	381	361	353	**333**
Women	578	546	467	490	**447**
% Part-Time	17.2%	16.8%	15.0%	14.3%	**12.9%**
Average Age Student			**30**	**30**	**29.5**
Average Student Age			**24**	**23**	**22.5**

Figure 1: **Full-Time and Part-Time Undergraduate Enrollment**

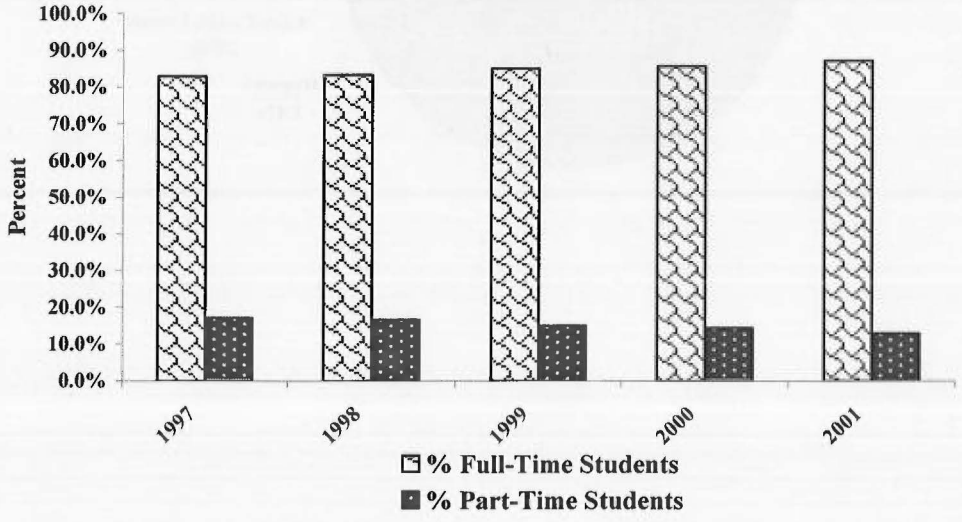


Table 2: **Total UNDERGRADUATE Enrollment by Race/Ethnicity, Sex, and Status: Fall 2001**

	Full-Time		Part-Time		Total		Total	Percent
Ethnicity	Male	Female	Male	Female	Male	Female	Both Sexes	of Total[1]
African-American	131	167	45	107	176	274	450	7.8%
American Indian	4	11	4	1	8	12	20	0.3%
Asian/Pacific Islander	49	54	8	7	57	61	118	2.0%
Hispanic	33	44	4	2	37	46	83	1.4%
White	1944	2555	251	309	2195	2864	5059	87.7%
International	14	22	1	2	15	24	39	0.7%
Subtotal	**2175**	**2853**	**313**	**428**	**2488**	**3281**	**5769**	**100.0%**
Unknown	120	132	20	19	140	151	291	4.8%
TOTAL	**2295**	**2985**	**333**	**447**	**2628**	**3432**	**6060**	

[1]Percentages reported above the subtotal line represent the race/ethnicity proportion of the known race/ethnicity population.

Figure 2: **Fall 2001 Undergraduate Enrollment by Known Race/Ethnicity**

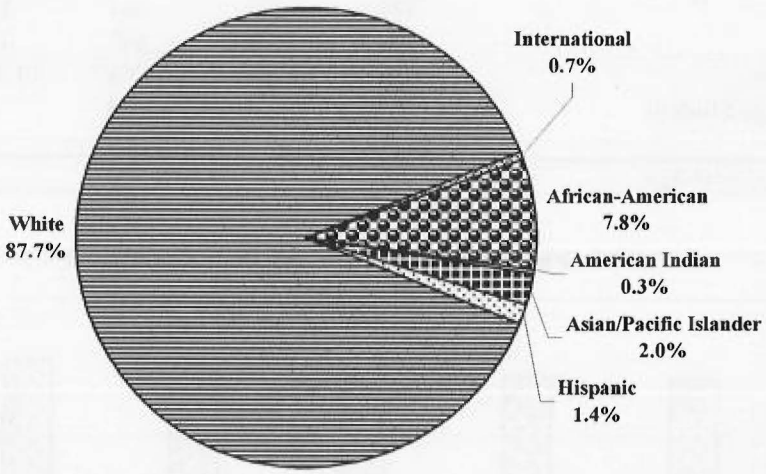


Figure 3:

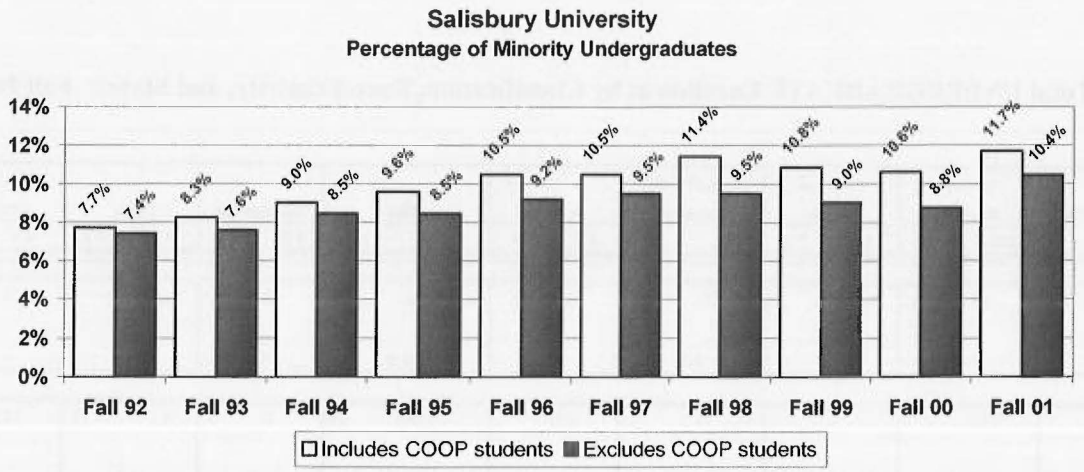


Figure 4:

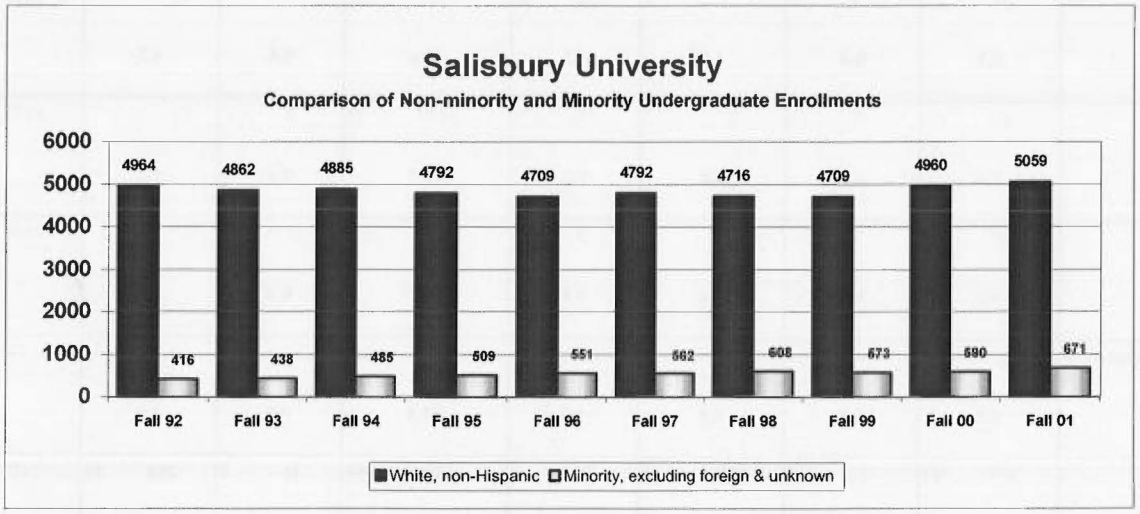
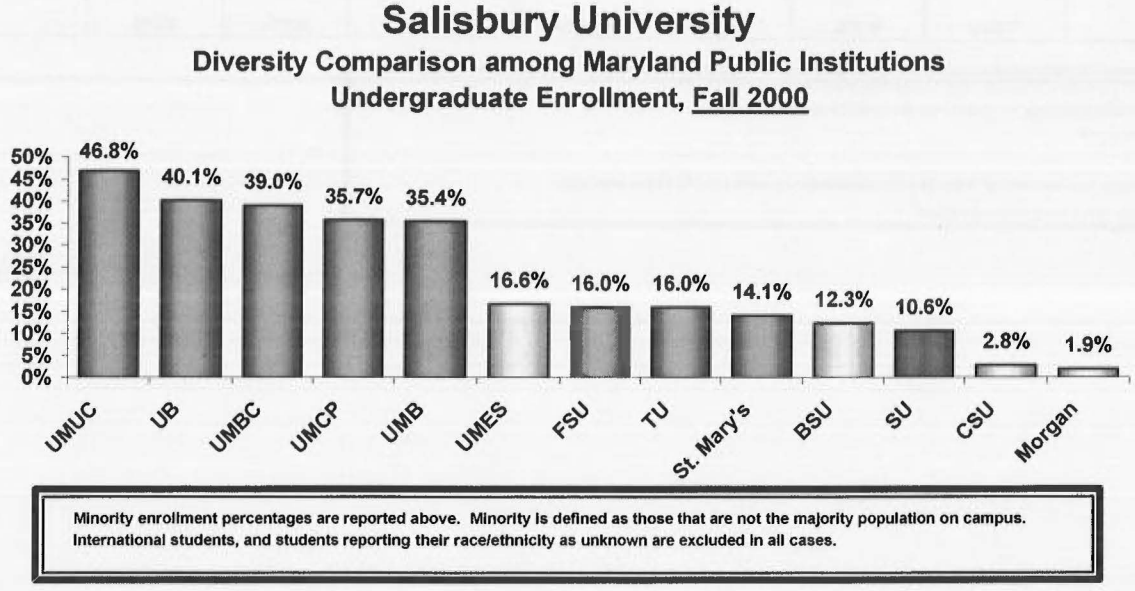


Figure 5:



O:/Fact Book/2002-2002/Undergraduate Enrollment Demographics/Testimony charts

Table 3:

Total UNDERGRADUATE Enrollment by Classification, Race/Ethnicity, and Status: Fall 2001

CLASSIFICATION	African-American		American Indian		Asian/Pacific Islander		Hispanic		White		International		Unk		ALL STUDENTS		TOTAL
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
First-Time Freshmen[2]	85	1	2	-	29	-	27	-	746	-	6	-	46	-	941	1	942 [1]
%	9.6		0.2		3.2		3.0		83.3		0.7		4.9				
Undergraduates																	
Freshmen	118	7	3	-	37	1	35	-	1165	16	8	-	61	1	1427	25	1452
%	9.0		0.2		2.7		2.5		85.0		0.6		4.2				
Sophomores	51	7	4	-	22	2	12	3	1122	60	8	-	48	8	1267	80	1347
%	4.5		0.3		1.9		1.2		91.6		0.6		4.2				
Juniors	67	12	5	3	27	2	20	1	1177	93	9	-	74	3	1379	114	1493
%	5.6		0.6		2.0		1.5		89.7		0.6		5.2				
Seniors	58	16	3	-	17	1	9	1	986	152	11	1	67	8	1151	179	1330
%	5.9		0.2		1.4		0.8		90.7		0.9		5.6				
Second Bachelor's	3	5	-	-	-	-	1	-	48	38	-	1	1	-	53	44	97
%	8.3		0.0		0.0		1.0		89.6		0.0		1.0				
Subtotal	**297**	**47**	**15**	**3**	**103**	**6**	**77**	**5**	**4498**	**359**	**36**	**2**	**251**	**20**	**5277**	**442**	**5719**
Unclassified/ Non-Degree	1	105	-	2	-	9	-	1	1	201	-	1	1	19	3	338	341
Total Undergraduates	**298**	**152**	**15**	**5**	**103**	**15**	**77**	**6**	**4499**	**560**	**36**	**3**	**252**	**39**	**5280**	**780**	**6060**
%	7.8%		0.3%		2.0%		1.4%		87.7%		0.7%		4.8%				

[1] Because of academic programming classifications of enrollment reports, one FTS freshman enrolled in the "accelerated nursing" program is instead counted as an USB.

[2] Included in freshmen figure.

Note: Percentage of African-American through White plus International are a percentage of the known population.
Percentage of Unknown is a percentage of the total.

POP014p
Total Enrollment Demographics
Enrollment by Class, Race, Status
UG enroll by class, race, stat

Table 4: Total UNDERGRADUATES by Age and Sex: 1997-2001

Fall Semesters	1997	1998	1999	2000	2001
Total Headcount	**5391**	**5534**	**5536**	**5883**	**6060**
Total 20 and Younger	2474	2749	2832	2979	**3095**
Men	979	1135	1154	1214	**1251**
Women	1495	1614	1678	1765	**1844**
% 20 and Younger	45.9%	49.7%	51.2%	50.6%	**51.1%**
Total 21-24 Yrs Old	1993	2031	1977	2188	**2295**
Men	950	953	941	1051	**1116**
Women	1043	1078	1036	1137	**1179**
% 21-24	37.0%	36.7%	35.7%	37.2%	**37.9%**
Total 25-29 Yrs Old	415	322	299	282	**268**
Men	194	155	140	133	**124**
Women	221	167	159	149	**144**
% 25-29	7.7%	5.8%	5.4%	4.8%	**4.4%**
Total 30-34 Yrs Old	163	142	135	135	**126**
Men	61	59	49	52	**53**
Women	102	83	86	83	**73**
% 30-34	3.0%	2.6%	2.4%	2.3%	**2.1%**
Total 35-39 Yrs Old	134	111	102	108	**102**
Men	39	36	33	37	**30**
Women	95	75	69	71	**72**
% 35-39	2.5%	2.0%	1.8%	1.8%	**1.7%**
Total 40-49 Yrs Old	141	129	131	133	**126**
Men	34	35	41	37	**36**
Women	107	94	90	96	**90**
% 40-49	2.6%	2.3%	2.4%	2.3%	**2.1%**
Total 50-59 Yrs Old	45	29	30	34	**25**
Men	12	10	15	10	**7**
Women	33	19	15	24	**18**
% 50-59	0.8%	0.5%	0.5%	0.6%	**0.4%**
Total 60 and older	26	21	30	24	**23**
Men	9	10	15	14	**11**
Women	17	11	15	10	**12**
% 60 and older	0.5%	0.4%	0.5%	0.4%	**0.4%**
Average Age [1]					
ALL STUDENTS	n/a	22.8	22.8	22.7	**22.5**
Men	n/a	22.6	22.7	22.6	**22.4**
Women	n/a	22.9	22.8	22.8	**22.6**

[1]Data not available for prior year.

Table 6: Total UNDERGRADUATE Enrollment by County of Residence: 1997-2001

Fall Semesters	1997	1998	1999	2000	2001	% Change 1997-2001
Total Headcount	**5391**	**5534**	**5536**	**5883**	**6060**	**12.4%**
Allegany	9	10	7	11	9	-
Anne Arundel	393	438	434	456	497	**26.5%**
Baltimore	334	366	385	426	431	**29.0%**
Baltimore City	17	22	22	19	23	**35.3%**
Calvert	69	66	73	83	103	**49.3%**
Caroline	82	68	80	95	92	**12.2%**
Carroll	127	126	164	185	190	**49.6%**
Cecil	84	98	93	106	125	**48.8%**
Charles	98	100	103	112	107	**9.2%**
Dorchester	145	128	132	155	142	**-2.1%**
Frederick	163	161	179	226	244	**49.7%**
Garrett	3	7	9	8	9	-
Harford	221	249	247	256	264	**19.5%**
Howard	164	182	229	263	275	**67.7%**
Kent	23	27	21	16	14	**-39.1%**
Montgomery	231	275	305	392	469	**103.0%**
Prince George's	263	249	228	225	253	**-3.8%**
Queen Anne's	55	58	55	64	76	**38.2%**
St. Mary's	68	70	94	95	114	**67.6%**
Somerset	130	168	147	122	127	**-2.3%**
Talbot	96	85	92	86	94	**-2.1%**
Washington	52	59	80	86	109	**109.6%**
Wicomico	902	845	827	880	854	**-5.3%**
Worcester	400	399	383	314	321	**-19.8%**
Unknown	--	1	-	-	-	-
Total for MD	**4129**	**4257**	**4389**	**4681**	**4942**	**19.7%**
Out-of-State	1229	1242	1117	1164	1074	**-12.6%**
International	31	29	25	35	39	**25.8%**
Other Foreign	2	6	5	3	5	**150.0%**

NOTE: Percent change is not reported for counties sending less than 20 students.

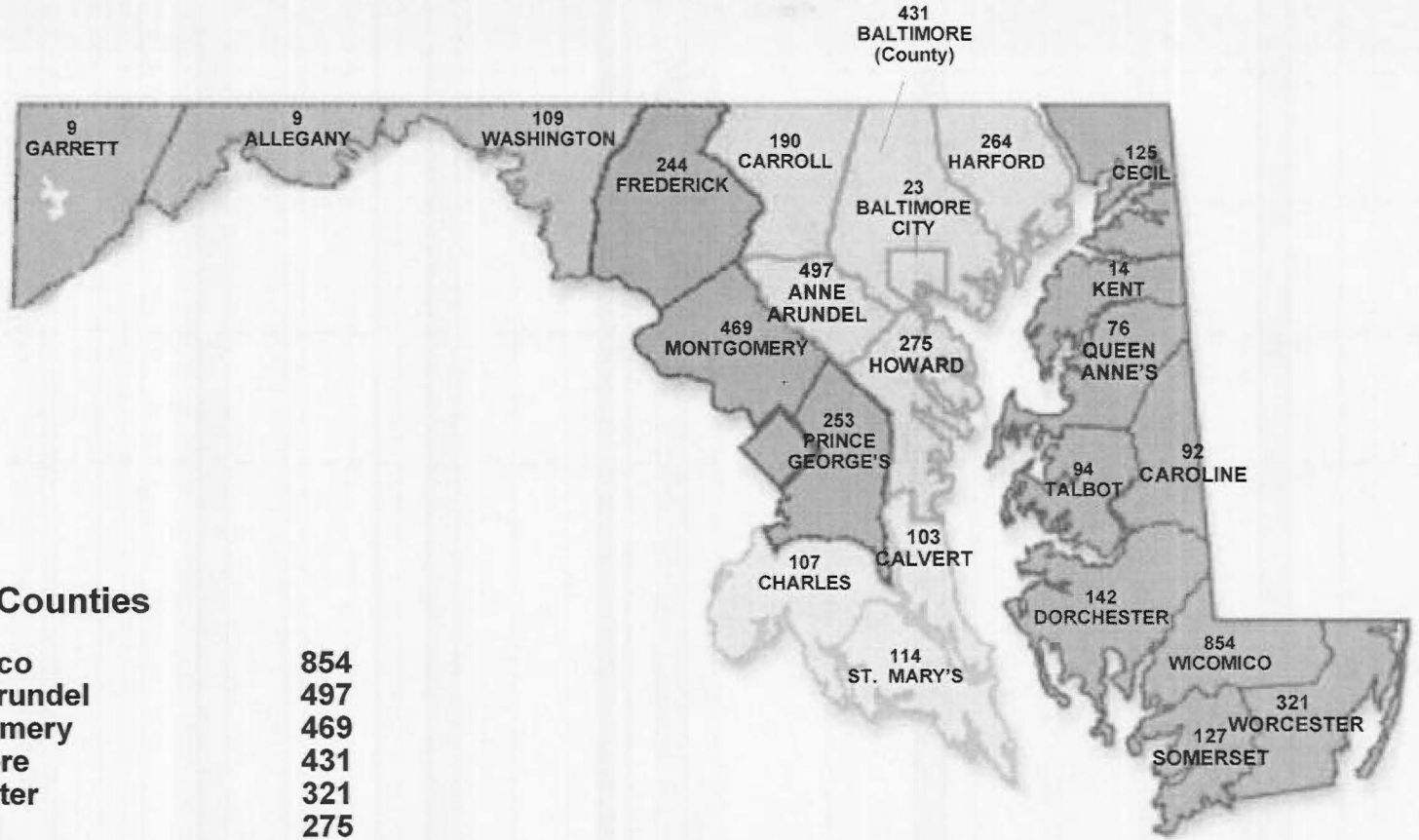
Primary Counties & Percentages	
Wicomico	14.1%
Anne Arundel	8.2%
Montgomery	7.7%
Baltimore	7.1%
Worcester	5.3%
Howard	4.5%
Harford	4.4%
Prince George's	4.2%
Frederick	4.0%
Carroll	3.1%

Region	% of Total
Eastern Shore	30.4%
Western Shore	51.1%
Out-of-State	17.7%
International	0.6%

Figure 6:

Maryland Undergraduate Enrollment by County (4,942) Fall 2001

Maryland Map



Top 8 Counties

Wicomico	854
Anne Arundel	497
Montgomery	469
Baltimore	431
Worcester	321
Howard	275
Harford	264
Prince George's	253

Table 6:

Total UNDERGRADUATE Enrollment by State: 1997-2001

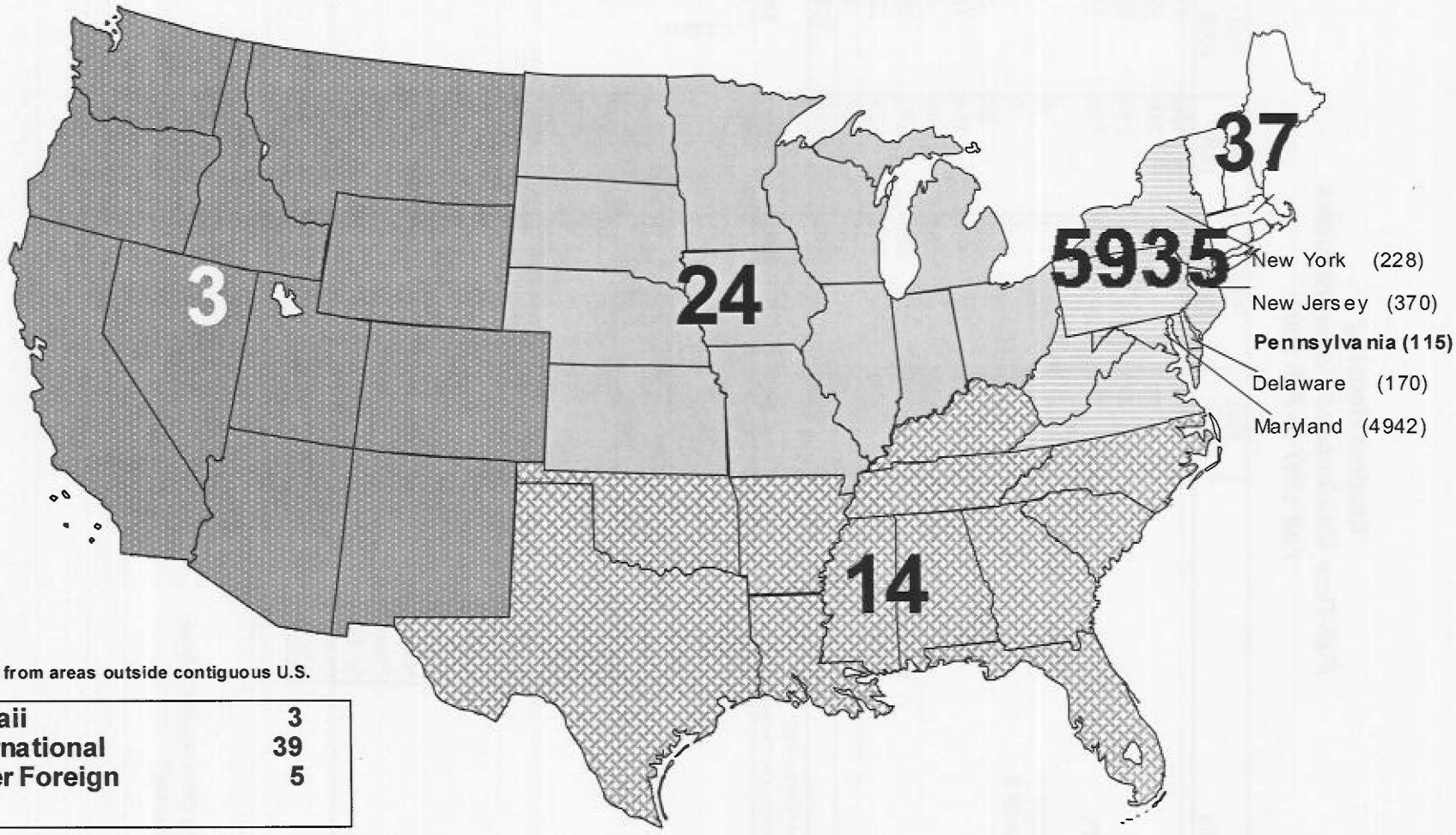
Fall Semesters	1997	1998	1999	2000	2001	Top Feeder States
Total Headcount	**5,391**	**5,534**	**5,536**	**5,883**	**6,060**	
Alabama	-	-	-	-	-	
Alaska	1	1	-	-	-	
Arkansas	-	-	1	1	1	
California	4	3	3	2	1	
Colorado	1	2	-	1	1	
Connecticut	27	24	23	23	20	
Delaware	200	205	194	189	170	2.8%
District of Columbia	3	6	6	7	8	
Florida	6	4	3	4	5	
Georgia	1	2	-	1	1	
Hawaii	2	2	2	5	3	
Illinois	1	3	1	4	5	
Indiana	-	-	1	-	-	
Iowa	2	1	2	2	-	
Kansas	-	-	-	2	2	
Kentucky	-	-	1	-	-	
Louisiana	-	-	1	2	-	
Maine	1	1	3	2	2	
Maryland	4,130	4,257	4,389	4,681	4,942	81.6%
Massachusetts	8	4	5	5	6	
Michigan	2	4	4	4	3	
Minnesota	-	-	-	3	4	
Mississippi	-	-	1	-	-	
Missouri	1	-	-	-	2	
Montana	1	1	-	-	-	
Nebraska	-	1	-	-	-	
New Hampshire	2	1	4	6	6	
New Jersey	433	441	393	392	370	6.1%
New Mexico	1	-	-	-	1	
New York	280	270	239	263	228	3.8%
North Carolina	-	2	1	-	2	
North Dakota	2	3	2	4	3	
Ohio	3	6	3	3	2	
Oklahoma	-	-	1	1	1	
Oregon	-	-	-	1	-	
Pennsylvania	128	134	114	122	115	1.9%
Rhode Island	-	-	-	1	2	
South Carolina	1	-	-	1	1	
South Dakota	4	3	2	2	2	
Tennessee	1	1	-	1	1	
Texas	2	3	1	2	2	
Utah	1	1	-	-	-	
Vermont	1	1	3	4	1	
Virginia	104	107	99	98	99	1.6%
Washington	-	1	1	-	-	
West Virginia	1	1	1	4	3	
Wisconsin	-	-	-	1	1	
Wyoming	1	-	-	-	-	
Guam	1	-	-	-	-	
Puerto Rico	1	1	1	1	-	
Virgin Islands	1	2	1	-	-	
International Countries	31	29	25	35	39	
Other Foreign	1	6	5	3	5	

Total Enrollment and Demographics
Enrollment by State
UG by State

Figure 7:

FALL 2001
Undergraduate Enrollment (6060)
Residency by Region

Top five states of residence highlighted. State totals are included in respective regional totals.



Enrollments from areas outside contiguous U.S.

Hawaii	3
International	39
Other Foreign	5

O:/Factbook/Maps/2001-02/usmap01ugrad

Table 7:

Student Housing
Full-Time Matriculated Undergraduates
Fall 1997 to Fall 2001

On-Campus Residence Halls	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Chesapeake	178	178	176	178	**177**
Chester	223	223	218	230	**216**
Choptank	218	216	219	230	**216**
Dogwood Village	140	140	138	139	**138**
Honors House	-	-	-	-	**-**
International House 1	3	3	3	-	**-**
International House 2	7	7	6	4	**4**
Manokin	85	85	86	84	**82**
Nanticoke	154	154	154	157	**153**
Pocomoke	93	94	94	94	**94**
St. Martin	292	291	290	290	**288**
Severn	221	220	221	228	**219**
Wicomico	95	95	94	95	**94**
TOTAL	**1709**	**1706**	**1699**	**1729**	**1681**
Percent of Full-Time Matriculated Undergraduates Housed On-Campus	**39%**	**37%**	**37%**	**35%**	**32%**

Table 8:

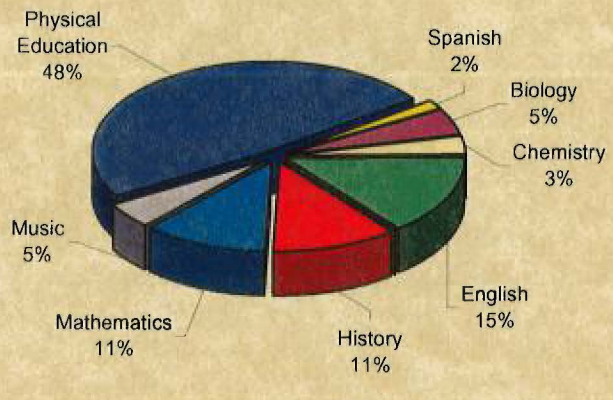
Fall 2001 On-Campus Residence by Gender			
	Male	Female	Total
Chesapeake	67	110	**177**
Chester	105	111	**216**
Choptank	66	150	**216**
Dogwood Village	48	90	**138**
Intl. House 1	-	-	**-**
Intl. House 2	3	1	**4**
Manokin	-	82	**82**
Nanticoke	-	153	**153**
Pocomoke	94	-	**94**
St. Martin	126	162	**288**
Severn	77	142	**219**
Wicomico	94	-	**94**
	680	**1001**	**1681**
		Spaces Available	**1701**
		Spaces Vacant	**20**

Source: SU Housing Office Occupancy Report

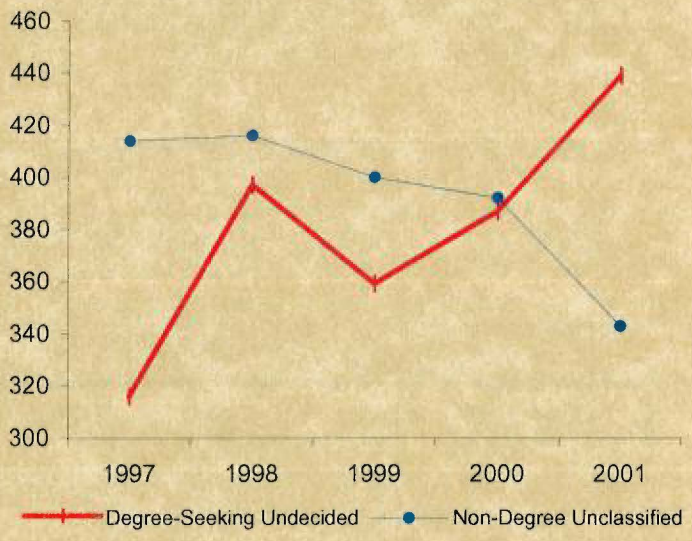
o:\fb0102\misc\studenthousing

Program Enrollments, Degrees, and Student Credit Hours: Undergraduate Summaries

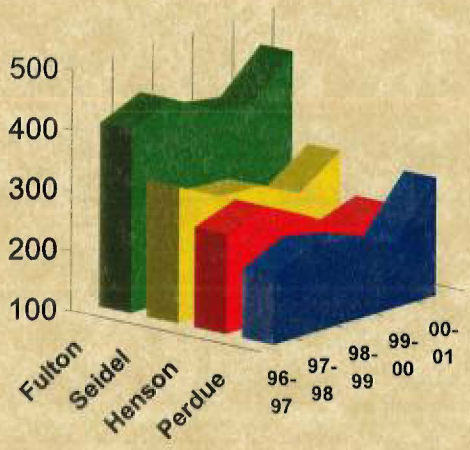
2000 - 2001 Percent of Undergraduate Degrees Awarded with Secondary Education Track



Undergraduate Enrollment: Degree- Seeking Undecided and Non-Degree Seeking Unclassified Fall 1997 - Fall 2001



Degrees Awarded by School 1996-97 through 2000-01



	96-97	97-98	98-99	99-00	00-01
Perdue	212	246	232	206	294
Henson	265	290	255	211	235
Seidel	325	290	286	254	304
Fulton	403	434	396	385	452

Table 1: **UNDERGRADUATE Enrollment by School, Discipline, Class, & Status: Fall 2001**

Program	Freshman FT	Freshman PT	Sophomore FT	Sophomore PT	Junior FT	Junior PT	Senior FT	Senior PT	Second Bachelor FT	Second Bachelor PT	Unclassified FT	Unclassified PT	Total	% of Total[3] Enrollment
Fulton School of Liberal Arts														
Art	31	1	40	1	46	4	30	3	-	-			156	2.6%
Art (Fine)	-	-	1	-	2	-	1	1	-	1			6	-
Communication Arts	87	-	126	6	150	5	96	12	-	-			482	8.0%
Conflict Resolution	1		-	1	1	-	1	2	-	-			6	-
English	20	-	34	1	44	5	21	8	2	1			136	2.2%
French	2	-	2	1	1	-	4	-	1	-			11	-
History	36	1	52	3	46	3	41	6	3	2			193	3.2%
Interdisciplinary Studies	2	-	2		7	3	2	3	-	-			19	-
Liberal Studies	1	-	7	-	24	4	43	10	-	1			90	1.5%
Music	7	-	1	-	5	1	14	1	1	2			32	0.5%
Philosophy	6	-	6	1	15	1	17	3	-	-			49	0.8%
Political Science	33	-	30	2	19	1	25	1	1	2			114	1.9%
Psychology	64	1	64	4	81	5	64	9	-	-			292	4.8%
Sociology	7	-	10	-	7	-	9	-	-	-			33	0.5%
Spanish	5	-	3	-	12	-	7	1	1	3			32	0.5%
Theatre	6	-	2	-	4	-	-	-	-	-			12	-
Subtotal	**308**	**3**	**380**	**20**	**464**	**32**	**375**	**60**	**9**	**12**			**1663**	**27.4%**
Henson School of Science & Technology														
Biology	127	3	80	12	93	9	92	19	-	2			437	7.2%
Chemistry	11	-	13	-	15	1	15	-	-	1			56	0.9%
Computer Science	48	4	24	5	15	4	8	2	1	3			114	1.9%
Environmental Health	10	-	4	-	9	1	13	3	1	-			41	0.7%
Geography	8	-	11	2	27	1	20	1	1	1			72	1.2%
Mathematics	34	-	24	-	24	-	16	4	1	1			104	1.7%
Medical Technology	4	-	5	-	10	1	9	2	-	-			31	0.5%
Nursing	48	-	60	2	55	4	46	7	22	3			247	4.1%
Physical Science	-	-	-	-	-	-	-	-	-	-			-	-
Physics	25	-	13	7	9	4	11	3	1	1			74	1.2%
Respiratory Therapy	-	1	3	-	5	-	14	-	1	-			24	0.4%
Subtotal	**315**	**8**	**237**	**28**	**262**	**25**	**244**	**41**	**28**	**12**			**1200**	**19.8%**
Perdue School of Business														
Accounting	31	-	28	1	36	5	35	10	2	3			151	2.5%
Business Administration	231	4	198	6	200	21	160	19	1	2			842	13.9%
Economics	1	-	4	1	8	-	1	-	-	-			15	-
Info. System Management	25	1	22	2	61	1	59	12	1	2			186	3.1%
Subtotal	**288**	**5**	**252**	**10**	**305**	**27**	**255**	**41**	**4**	**7**			**1194**	**19.7%**
Seidel School of Education and Professional Studies														
Athletic Training	3	-	-	-	-	-	-	-	-	-			3	-
Elementary Education	133	2	180	7	188	19	169	21	10	9			738	12.2%
Health Education	1	-	2	-	-	-	-	-	-	-			3	-
Physical Education	71	1	80	2	79	2	84	10	1	2			332	5.5%
Social Work	12	2	30	5	59	6	23	5	1	2			145	2.4%
Subtotal	**220**	**5**	**292**	**14**	**326**	**27**	**276**	**36**	**12**	**13**			**1221**	**20.1%**
Undeclared Major[1]	294	4	106	8	22	3	1	1	-	-			439	7.2%
Unclassified[2]											5	338	338	5.6%
TOTAL	**1425**	**25**	**1267**	**80**	**1379**	**114**	**1151**	**179**	**53**	**44**	**5**	**338**	**6060**	**100.0%**

[1]Degree-Seeking Students who have not declared a major.

[2]Non-Degree Seeking Students

[3] "-" indicates percentages of zero or percentages rounded to zero.

Table 2: **UNDERGRADUATE Enrollment by School & Discipline: Fall 1997 to Fall 2001**

School and Degree Program	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	% Change 1997 to 2001	1 Year Change	5 Year[3] Average
Fulton School of Liberal Arts								
Art	105	93	113	127	156	48.6%	22.8%	119
Art (Fine)	1	4	2	6	6	-	-	4
Communication Arts	332	383	391	441	482	45.2%	9.3%	406
Conflict Resolution	-	-	-	-	6	-	-	6
English	145	130	134	146	136	-6.2%	-6.8%	138
French	6	7	10	11	11	-	-	9
History	157	144	131	151	193	22.9%	27.8%	155
Interdisciplinary Studies	-	-	-	-	19	-	-	19
Liberal Studies	102	93	87	116	90	-11.8%	-22.4%	98
Music	32	35	38	37	32	-	-	35
Philosophy	31	23	26	43	49	58.1%	14.0%	34
Political Science	104	112	119	107	114	9.6%	6.5%	111
Psychology	241	241	276	290	292	21.2%	0.7%	268
Sociology	45	35	49	41	33	-26.7%	-19.5%	41
Spanish	15	18	25	26	32	113.3%	23.1%	23
Theatre	-	-	-	-	12	0.0%	0.0%	12
Subtotal	**1316**	**1318**	**1401**	**1542**	**1663**	26.4%	7.8%	1448
Henson School of Science & Technology								
Biology	601	563	477	453	437	-27.3%	-3.5%	506
Chemistry	45	51	60	59	56	24.4%	-5.1%	54
Computer Science	-	-	-	57	114	-	-	171
Environmental Health	54	40	41	48	41	-24.1%	-14.6%	45
Geography	65	66	61	68	72	9.7%	5.9%	66
Mathematics	126	131	142	109	104	-17.5%	-4.6%	122
Medical Technology	37	38	25	29	31	-16.2%	6.9%	32
Nursing	197	208	198	229	247	25.4%	7.9%	216
Physical Science	1	-	2	1	-	-	-	1
Physics	43	53	67	66	74	72.1%	12.1%	61
Respiratory Therapy	58	41	31	29	24	-58.6%	-17.2%	37
Subtotal	**1227**	**1191**	**1104**	**1148**	**1200**	-2.2%	4.5%	1174
Perdue School of Business								
Accounting	206	179	153	152	151	-26.7%	-0.7%	168
Business Administration	704	796	776	842	842	19.6%	0.0%	792
Economics	19	18	32	23	15	-21.1%	-34.8%	21
Info. System Management	110	133	171	175	186	69.1%	6.3%	155
Subtotal	**1039**	**1126**	**1132**	**1192**	**1194**	14.9%	0.2%	1137
Seidel School of Education & Professional Studies								
Athletic Training	-	-	-	-	3	-	-	3
Elementary Education	628	642	679	742	738	17.5%	-0.5%	686
Health Education	-	-	-	-	3	-	-	3
Physical Education	262	285	317	316	332	26.7%	5.1%	302
Social Work	189	159	144	164	145	-23.3%	-11.6%	160
Subtotal	**1079**	**1086**	**1140**	**1222**	**1221**	13.2%	-0.1%	1150
Undecided[1]	316	397	359	387	439	38.9%	13.4%	380
Unclassified[2]	414	416	400	392	343	-17.1%	-12.5%	393
Subtotal	**730**	**813**	**759**	**779**	**782**	7.1%	0.4%	773
TOTAL	**5391**	**5534**	**5536**	**5883**	**6060**	12.4%	3.0%	5681

[1] Degree-seeking students only.
[2] Non-Degree Undergraduates
[3] For programs in existence for less than 5 years, average has been calculated accordingly.

Table 3:

Secondary Education Track Enrollment
By Major and Classification
Fall 2001

Major	FR	SO	JR	SR	USB	Total
Art	5	1	-	1	-	**7**
Biology	1	6	7	5	-	**19**
Chemistry	1	1	1	3	1	**7**
English	10	16	15	8	2	**51**
French	1	-	-	2	1	**4**
History	20	24	15	19	3	**81**
Math	23	10	7	7	2	**49**
Music	3	-	3	10	1	**17**
Physical Education	30	27	36	46	1	**140**
Spanish	2	-	2	5	2	**11**
Total	**96**	**85**	**86**	**106**	**13**	**386**

Figure 1:

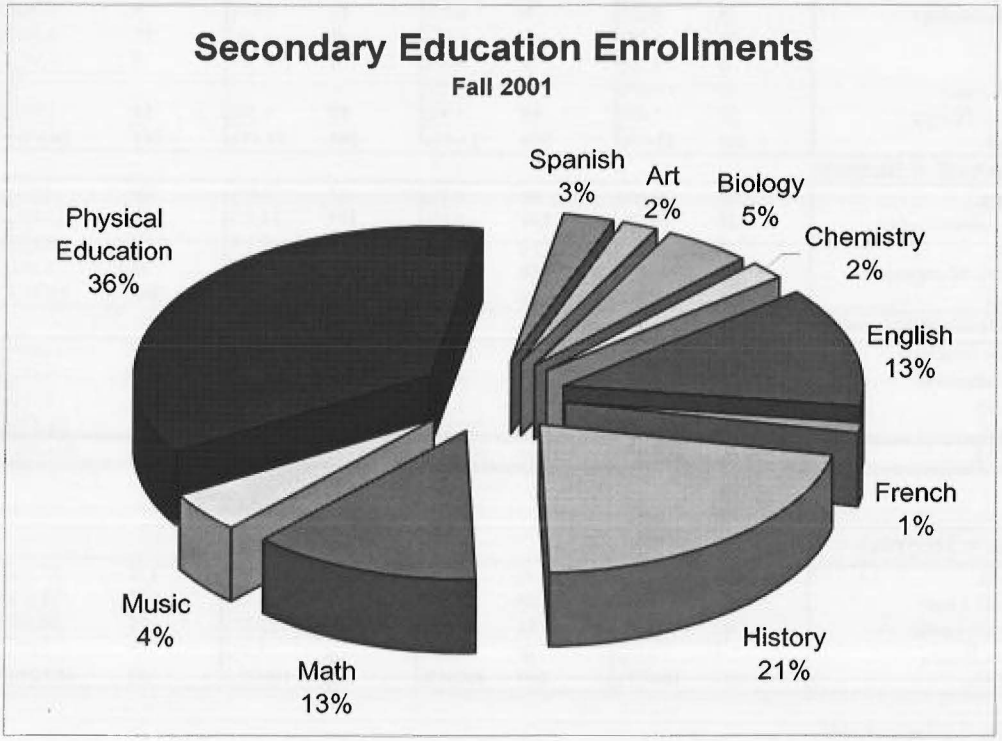


Table 1: **UNDERGRADUATE Degrees Awarded by School**
1996-97 through 2000-01

School	1996-97		1997-98		1998-99		1999-00		2000-2001	
	No.	%	No.	%	No.	%	No.	%	No.	%
Fulton School of Liberal Arts										
Art	28	2.3%	21	1.7%	17	1.5%	23	2.2%	27	2.1%
Art (Fine)	3	0.2%	-	0.0%	3	0.3%	2	0.2%	2	0.2%
Communication Arts	92	7.6%	95	7.5%	115	9.8%	94	8.9%	122	9.5%
English	31	2.6%	33	2.6%	31	2.7%	33	3.1%	42	3.3%
French	1	0.1%	2	0.2%	1	0.1%	3	0.3%	1	0.1%
History	50	4.1%	65	5.2%	47	4.0%	37	3.5%	33	2.6%
Liberal Studies	66	5.5%	75	6.0%	62	5.3%	65	6.2%	69	5.4%
Music	6	0.5%	5	0.4%	4	0.3%	1	0.1%	5	0.4%
Philosophy	10	0.8%	11	0.9%	12	1.0%	6	0.6%	9	0.7%
Political Science	27	2.2%	25	2.0%	25	2.1%	28	2.7%	33	2.6%
Psychology	67	5.6%	81	6.4%	67	5.7%	71	6.7%	85	6.6%
Social Science	2	0.2%	-	-	-	-	-	-	-	0.0%
Sociology	17	1.4%	16	1.3%	8	0.7%	16	1.5%	16	1.2%
Spanish	3	-	5	0.4%	4	0.3%	6	0.6%	8	0.6%
Subtotal	403	33.4%	434	34.4%	396	33.9%	385	36.5%	452	35.2%
Henson School of Science & Technology										
Biology	104	8.6%	132	10.5%	106	9.1%	92	8.7%	92	7.2%
Chemistry	9	0.7%	10	0.8%	11	0.9%	6	0.6%	13	1.0%
Computer Science	-	-	-	-	-	-	-	-	1	0.1%
Environmental Health	12	1.0%	21	1.7%	15	1.3%	6	0.6%	13	1.0%
Geography	26	2.2%	22	1.7%	22	1.9%	22	2.1%	17	1.3%
Math	24	2.0%	22	1.7%	21	1.8%	16	1.5%	27	2.1%
Medical Technology	6	0.5%	9	0.7%	11	0.9%	9	0.9%	5	0.4%
Nursing	55	4.6%	49	3.9%	48	4.1%	37	3.5%	55	4.3%
Physics	8	0.7%	5	0.4%	4	0.3%	9	0.9%	5	0.4%
Physical Science	2	0.2%	2	0.2%	-	-	-	-	-	-
Respiratory Therapy	19	1.6%	18	1.4%	17	1.5%	14	1.3%	7	0.5%
Subtotal	265	22.0%	290	23.0%	255	21.8%	211	20.0%	235	18.3%
Perdue School of Business										
Accounting	55	4.6%	60	4.8%	42	3.6%	26	2.5%	46	3.6%
Business Administration	129	10.7%	134	10.6%	153	13.1%	141	13.4%	181	14.1%
Economics	6	0.5%	14	1.1%	1	0.1%	6	0.6%	11	0.9%
Info. System Management	22	1.8%	38	3.0%	36	3.1%	33	3.1%	56	4.4%
Subtotal	212	17.6%	246	19.5%	232	19.8%	206	19.5%	294	22.9%
Seidel School of Education & Professional Studies										
Elementary Education	185	15.4%	160	12.7%	167	14.3%	137	13.0%	168	13.1%
Physical Education	68	5.6%	56	4.4%	52	4.4%	63	6.0%	62	4.8%
Social Work	72	6.0%	74	5.9%	67	5.7%	54	5.1%	74	5.8%
Subtotal	325	27.0%	290	23.0%	286	24.5%	254	24.1%	304	23.7%
TOTAL	1205	100.0%	1260	100.0%	1169	100.0%	1056	100.0%	1285	100.0%
Honor Degrees										
Cum Laude	226	57.5%	190	52.9%	176	50.0%	172	49.3%	216	51.4%
Magna Cum Laude	80	20.4%	88	24.5%	90	25.6%	97	27.8%	109	26.0%
Summa Cum Laude	82	20.9%	71	19.8%	82	23.3%	71	20.3%	90	21.4%
Bellavance Honors	5	1.3%	10	2.8%	4	1.1%	9	2.6%	5	1.2%
TOTAL	393	100.0%	359	100.0%	352	100.0%	349	100.0%	420	100.0%

Source: MB-Business Objects 8-14-01

The criteria for calculating percentages is a program enrollment greater than 15.

Table 2: **BACHELOR *Degrees Awarded by* Academic Years: AY 1996-97 through 2000-01**

	1996-97	1997-98	1998-99	1999-00	2000-01
Grand Total Baccalaureate Degree	**1205**	**1260**	**1169**	**1056**	**1285**
Bachelor of Arts	367	398	376	363	**423**
Bachelor of Science	763	788	722	637	**786**
Bachelor of Science in Social Work	72	74	68	54	**74**
Bachelor of Fine Arts	3	0	3	2	**2**

Figure: 1

Degrees

Bachelor degrees, 97-01

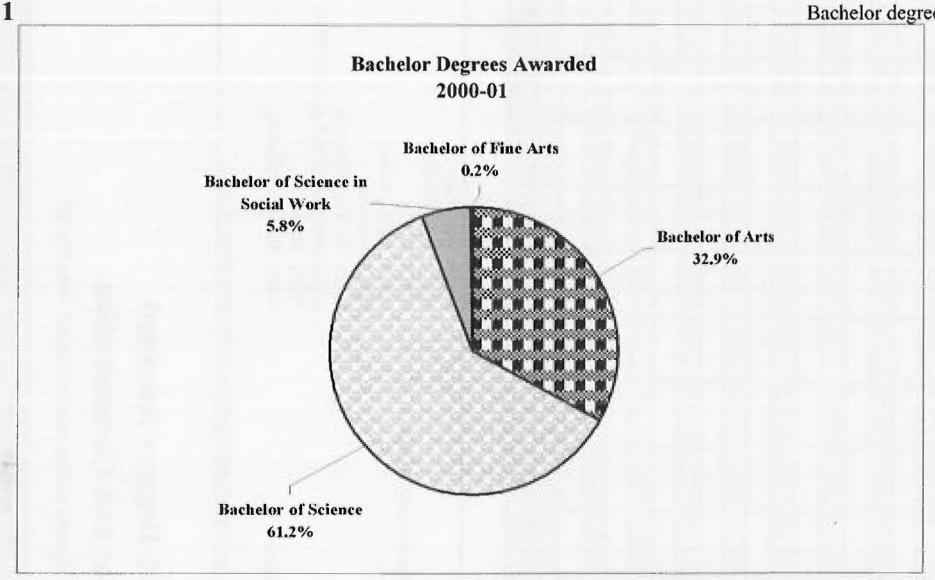


Table 3:

Number of Undergraduate Students Graduating with a Secondary Education Track
by Major: AY 1996-1997 to AY 2000-2001

Major	1996-97	1997-98	1998-99	1999-00	2000-01
Art	1	-	-	-	-
Biology	3	4	4	2	**3**
Chemistry	-	2	4	2	**2**
English	8	10	6	9	**9**
French	1	-	1	1	-
History	10	19	14	15	**7**
Mathematics	6	6	8	4	**7**
Music	1	1	3	-	**3**
Physical Education	24	30	24	24	**30**
Social Science	2	-	-	-	-
Spanish	3	3	-	1	**1**
Total	**59**	**75**	**64**	**58**	**62**

Table 4:

2000-01 Undergraduate Degrees Awarded
By Major and Track

(Reports only on those degree programs in which a degree recipient completed track requirements.)

Major	No track	ACST	ANTH	ATTR	BACH	BCHM	CERT	CFIT	COSC	ECON	ENGR	ENPO	ENSC	EXSC	HSRP	INDV	INPO	INTL	IPOR	MASS	MCEL	NURS	ODED	PREH	SCED	SOSW	THEA	WRIT	Total
Art	24						3																						27
Biology	48												19											22	3				92
Bus Admin.	176									1						1		3											181
Chemistry	3	1				5					1													1	2				13
Comm Arts	83																		18	19							2		122
English	28																								9			5	42
History	26																								7				33
Liberal Studies	66		3																										69
Mathematics	15								5																7				27
Music	2																								3				5
Nursing	9				13																	33							55
Phy Educ.	0			7				8						13									4		30				62
Physics	1																				4								5
Political Science	29											3					1												33
Psychology	78														7														85
Social Work	64																									10			74
Spanish	7																								1				8
All other majors	352																												352
Total	1011	1	3	7	13	5	3	8	5	1	1	3	19	13	7	1	1	3	18	19	4	33	4	23	62	10	2	5	1285

Key to Tracks:

ACST: ACS Certification Program	ENGR: Pre-Engineering	MASS: Mass Media
ANTH: Anthropology	ENPO: Environmental Policy	MCEL: Micro-electronics
ATTR: Athletic Training	ENSC: Environmental/Marine Science Dual-degree program w/UMES	NURS: Nursing
BACH: G/UG Deg Prog-NURS	EXSC: Exercise Science	ODED: Outdoor Education
BCHM: Bio Chemistry	HSRP: Human Services	PREH: Pre-Health
CERT: K-12 teaching certification thru UMES	INDV: Individualized Business	SCED: Secondary Education
CFIT: Corporate Fitness	INPO: International Politics	SOSW: SOCI/SOWK Dual-degree w/UMES
COSC: Computer Science	INTL: International Business	THEA: Theatre
ECON: Economics	IPOR: Interpersonal/Organizational Communication	WRIT: Writing and Rhetoric

NOTE: Some degree recipients had more than one major and therefore, possibly more than one track.

DRF01

UG Degree Track
2000-2001

Table 5:

2000-01 Degrees Awarded
By Major and Concentration

(Covers only those programs where concentrations are offered)

Major	No Concentration	Comparative Literature	Computer Science	Creative Writing	Film	Finance	Int'l Business	Mngmt.	Mktg.	Theatre	Total
Business	5					42	7	57	63		174
Communication Arts	120									1	121
English	20	8		11	2						41
Mathematics	19		8								27
Total	164	8	8	11	2	42	7	57	63	1	362

Degree Concentrations
Fall 2001

Table 1: UNDERGRADUATE Student Credit Hours by Department: Fall Enrollment 1997-2001

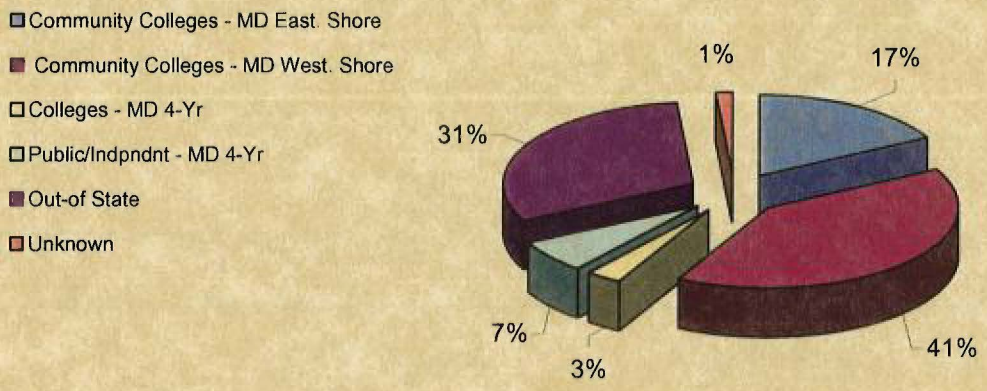
Department	1997	1998	1999	2000	2001
Accounting	1,713	1,764	1,713	1,713	1,623
Anthropology	459	372	501	444	348
Art	2,136	2,177	2,395	2,726	2,877
Art (Fine)	-	-	-	-	-
Biology	6,405	6,083	5,820	5,960	6,519
Business Administration	5,876	5,730	6,079	6,550	7,281
Chemistry	2,779	2,841	2,884	2,738	3,082
Communication Arts	4,454	4,502	4,421	4,849	4,655
Computer Science	918	929	1,127	1,370	1,465
Conflict Analysis & Dispute Res	-	-	-	-	201
Dance	176	250	236	197	213
Economics	1,119	1,308	1,524	1,554	1,562
Education, Elementary	2,679	2,850	2,490	3,168	3,321
Education, General	2,382	2,253	2,325	2,207	2,022
Education, Secondary	390	261	288	270	318
English	5,904	6,297	6,127	6,552	6,314
Environmental Health	343	247	176	209	220
French	239	243	232	237	275
General Studies	141	261	283	271	244
Geography	2,568	2,465	2,739	2,802	2,830
Geology	186	249	210	-	200
German	128	131	112	109	114
Health	273	369	154	159	154
History	6,240	6,852	6,477	7,353	7,437
Honors	-	-	-	-	415
Info. System Management	953	1,006	1,196	1,412	1,539
Interdisciplinary Studies	484	449	627	706	427
Latin	-	-	69	60	63
Mathematics	3,736	4,414	4,320	4,501	4,888
Medical Technology	259	209	152	199	231
Military Science	32	26	14	14	18
Modern Languages	33	168	201	252	222
Music	861	905	962	790	662
Music-Applied	282	332	377	393	380
Nursing	1,147	1,228	1,269	1,566	1,514
Philosophy	1,515	1,478	1,484	1,452	1,958
Physical Education	3,769	4,154	4,474	4,121	4,526
Physics	1,395	1,400	1,212	1,501	1,122
Political Science	1,401	1,618	1,508	1,472	1,375
Pre-Engineering	21	-	-	-	21
Psychology	3,996	3,921	4,453	5,064	5,073
Respiratory Therapy	584	441	310	267	279
Russian	33	39	45	27	21
Science Education	80	112	96	-	-
Social Science	3	12	-	3	15
Social Work	1,716	1,395	1,398	1,639	1,491
Sociology	1,389	1,428	1,452	1,752	1,728
Spanish	772	738	921	1,093	982
Theatre	-	-	-	-	561
TOTALS	**71,969**	**73,907**	**74,853**	**79,722**	**82,786**
Total FTES	**4797.9**	**4927.1**	**4990.2**	**5314.8**	**5519.1**

MINC Faculty Credit Hours and Course Load by Discipline/Instructor
FTES is undergraduate credit hours divided by 15.

Student Credit Hours
UG SCH by Dept

Retention and Graduation Rates, Freshmen and Transfer Summaries, Grades, and Undergraduate Financial Aid

Transfer Students by Sendng Institutions
Full-time Students, Fall 2001



Comparison of African-American, 6-Year Graduation Rates Among Selected USM Institutions
First-Time, Full-Time African-American Freshmen
Graduation from any USM Institution by Institution of First Enrollment

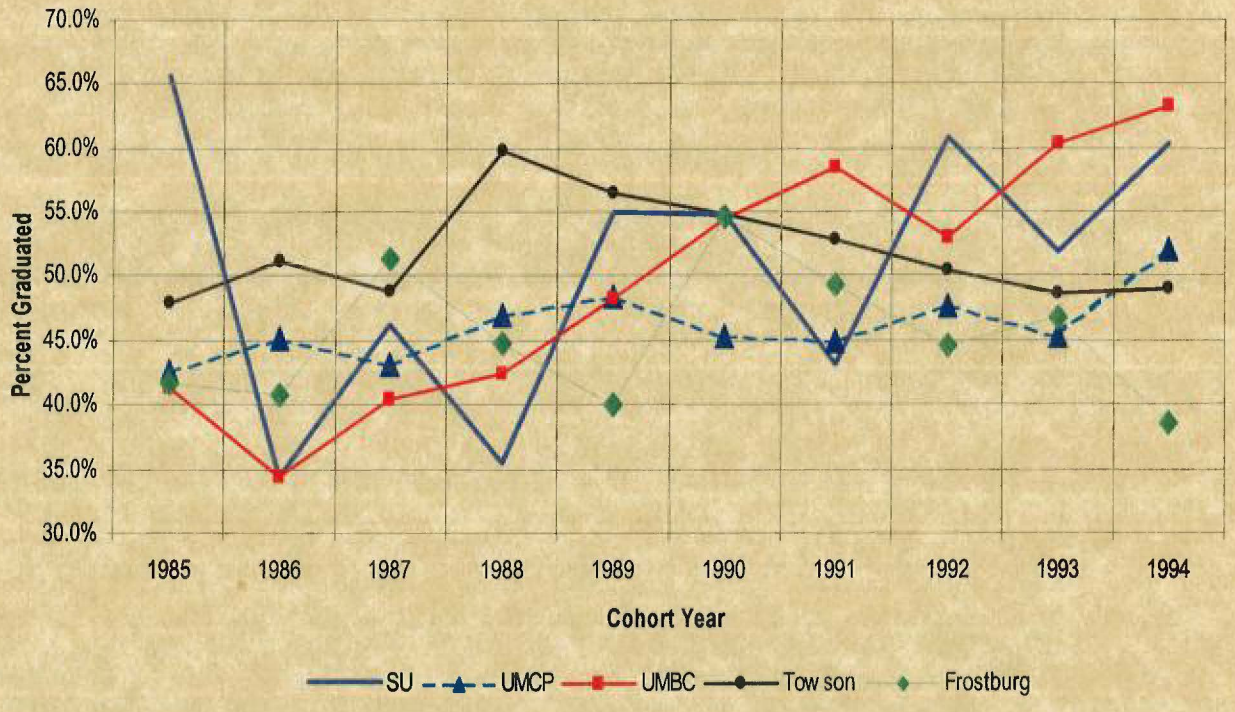


Table 1:

Salisbury University
Retention and Graduation Statistics for Freshmen Class Cohorts
Fall 1985 through Fall 2000

Entering Fall	Cohort	Year 1	Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				Year 6 Retention/Graduation				4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate	
		Sem 2	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads				
2000	929	873 94.0%	767 82.6%	0 0.0%																						
1999	856	795 92.9%	705 82.4%	0 0.0%	678 79.2%	0 0.0%	649 75.8%																			
1998	915	859 93.9%	740 80.9%	0 0.0%	703 76.8%	0 0.0%	667 72.9%	0 0.0%	660 72.1%	0 0.0%	639 69.8%															
1997	868	816 94.1%	711 82.0%	0 0.0%	684 78.9%	0 0.0%	629 72.5%	0 0.0%	626 72.2%	7 0.8%	606 69.9%	26 3.0%	571 65.9%	368 42.4%	200 23.1%								401 46.2%			
1996	685	654 95.5%	580 84.7%	0 0.0%	553 80.7%	0 0.0%	514 75.0%	1 0.1%	502 73.3%	6 0.9%	464 67.7%	24 3.5%	443 64.7%	268 39.1%	148 21.6%	86 12.6%	72 10.5%	39 5.7%	37 5.4%				299 43.6%	424 61.9%		
1995	642	602 93.8%	536 83.5%	0 0.0%	508 79.1%	1 0.2%	486 75.7%	0 0.0%	475 74.0%	8 1.2%	454 70.7%	26 4.0%	430 67.0%	287 44.7%	129 20.1%	50 7.8%	71 11.1%	39 6.1%	31 4.8%	14 2.2%	23 3.6%	5 0.8%	322 50.2%	411 64.0%	430 67.0%	
1994	678	624 92.0%	539 79.5%	1 0.1%	508 74.9%	0 0.0%	469 69.2%	0 0.0%	471 69.5%	8 1.2%	449 66.2%	15 2.2%	428 63.1%	239 35.3%	130 19.2%	60 8.8%	71 10.5%	30 4.4%	28 4.1%	13 1.9%	19 2.8%	0 0.0%	263 38.8%	353 52.1%	366 54.0%	
1993	726	662 91.2%	571 78.7%	0 0.0%	535 73.7%	0 0.0%	488 67.2%	0 0.0%	480 66.1%	8 1.1%	460 63.4%	11 1.5%	449 61.8%	277 38.2%	158 21.8%	76 10.5%	80 11.0%	33 4.5%	36 5.0%	15 2.1%	25 3.4%	0 0.0%	296 40.8%	405 55.8%	420 57.9%	
1992	634		82.6%				71.3%				66.1%												41.6%	57.6%	59.2%	
1991	711		79.5%				68.5%				64.8%												40.2%	54.7%	56.8%	
1990	659		78.3%				67.4%				62.1%												40.2%	53.6%	57.2%	
1989	773		83.6%				70.1%				66.4%												38.4%	56.0%	59.2%	
1988	855		76.7%				66.4%				63.7%												32.3%	50.9%	53.9%	
1987	803		77.1%				67.5%				63.1%												36.6%	50.9%	55.4%	
1986	685		72.0%				57.5%				53.9%												27.4%	43.6%	48.0%	
1985	710		75.6%				57.7%				54.0%												27.9%	45.6%	48.9%	
Retention Rates 5-year average			Year 1 82.5%				Year 2 74.4%				Year 3 68.9%												*Graduation Rates 5-year average*	4-year 43.9%	5-year 58.3%	6-year 59.0%

Note: Retention is reported as of the beginning of the semester.
Graduation rate is reported as of the end of the semester. August graduations are reported at the end of each Fall semester along with December and January graduations.
Semester by semester headcounts and percentages are not available prior to Fall 1993.
These rates will differ from those reported by the USM and the MHEC due their use of expanded definitions.

Source: SPSS Longitudinal Research Files

Table 2:

Salisbury University

Retention and Graduation Statistics for Freshmen Class Cohorts - *BY RACE/ETHNICITY*

Fall 1985 through Fall 2000

Entering Fall	Cohort	Year 1	Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				Year 6 Retention/Graduation				4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate
		Sem 2	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads			
2000	*929*	*873*	*767*	*0*																					
		94.0%	*82.6%*	*0.0%*																					
African-American	32	30	24	0																					
		93.8%	75.0%	0.0%																					
White, non-Hispanic	825	779	695	0																					
		94.4%	84.2%	0.0%																					
Other	72	64	48	0																					
		88.9%	66.7%	0.0%																					
1999	*856*	*795*	*705*	*0*	*678*	*0*	*649*																		
		92.9%	*82.4%*	*0.0%*	*79.2%*	*0.0%*	*75.8%*																		
African-American	36	29	22	0	23	0	22																		
		90.6%	61.1%	0.0%	63.9%	0.0%	61.1%																		
White, non-Hispanic	750	705	632	0	608	0	580																		
		94.0%	84.3%	0.0%	81.1%	0.0%	77.3%																		
Other	70	61	51	0	47	0	47																		
		87.1%	72.9%	0.0%	67.1%	0.0%	67.1%																		
1998	*915*	*859*	*740*	*0*	*703*	*0*	*667*	*0*	*660*	*0*	*639*														
		93.9%	*80.9%*	*0.0%*	*76.8%*	*0.0%*	*72.9%*	*0.0%*	*72.1%*	*0.0%*	*69.8%*														
African-American	37	35	25	0	23	0	22	0	21	0	17														
		94.6%	67.6%	0.0%	62.2%	0.0%	59.5%	0.0%	56.8%	0.0%	45.9%														
White, non-Hispanic	766	720	631	0	602	0	575	0	570	0	556														
		94.0%	82.4%	0.0%	78.7%	0.0%	75.2%	0.0%	74.5%	0.0%	72.7%														
Other	112	104	84	0	78	0	69	0	69	0	66														
		92.9%	75.0%	0.0%	69.0%	0.0%	61.1%	0.0%	61.1%	0.0%	58.4%														
1997	*868*	*816*	*711*	*0*	*684*	*0*	*629*	*0*	*626*	*7*	*606*	*26*	*571*	*368*	*200*								*401*		
		94.1%	*82.0%*	*0.0%*	*78.9%*	*0.0%*	*72.5%*	*0.0%*	*72.2%*	*0.8%*	*69.9%*	*3.0%*	*65.9%*	*42.4%*	*23.1%*								*46.2%*		
African-American	43	36	27	0	29	0	24	0	25	0	21	1	21	8	9								9		
		83.7%	62.8%	0.0%	67.4%	0.0%	55.8%	0.0%	58.1%	0.0%	48.8%	2.3%	48.8%	18.6%	20.9%								20.9%		
White, non-Hispanic	804	763	670	0	642	0	596	0	592	5	577	25	542	358	185								388		
		94.9%	83.3%	0.0%	79.9%	0.0%	74.1%	0.0%	73.6%	0.6%	71.8%	3.1%	67.4%	44.5%	23.0%								48.3%		
Other	21	17	14	0	13	0	9	0	9	2	8	0	8	2	6								4		
		81.0%	66.7%	0.0%	61.9%	0.0%	42.9%	0.0%	42.9%	9.5%	38.1%	0.0%	38.1%	9.5%	28.6%								19.0%		
1996	*685*	*654*	*580*	*0*	*553*	*0*	*514*	*1*	*502*	*6*	*464*	*24*	*443*	*268*	*148*	*86*	*72*	*39*	*37*				*299*	*424*	
		95.5%	*84.7%*	*0.0%*	*80.7%*	*0.0%*	*75.0%*	*0.1%*	*73.3%*	*0.9%*	*67.7%*	*3.5%*	*64.7%*	*39.1%*	*21.6%*	*12.6%*	*10.5%*	*5.7%*	*5.4%*				*43.6%*	*61.9%*	
African-American	61	57	43	0	41	0	38	0	39	0	34	0	35	15	18	8	10	3	7				15	26	
		93.4%	70.5%	0.0%	67.2%	0.0%	62.3%	0.0%	63.9%	0.0%	55.7%	0.0%	57.4%	24.6%	29.5%	13.1%	16.4%	4.9%	11.5%				24.6%	42.6%	
White, non-Hispanic	609	583	526	0	501	0	466	1	453	6	421	24	399	249	125	77	59	33	30				280	390	
		95.7%	86.4%	0.0%	82.3%	0.0%	76.5%	0.2%	74.4%	1.0%	69.1%	3.9%	65.6%	40.9%	20.5%	12.6%	9.7%	5.4%	4.9%				46.0%	64.0%	
Other	15	14	11	0	11	0	10	0	10	0	9	0	9	4	5	1	3	3	0				4	8	
		93.3%	86.4%	0.0%	73.3%	0.0%	66.7%	0.0%	66.7%	0.0%	60.0%	0.0%	60.0%	26.7%	33.3%	6.7%	20.0%	20.0%	0.0%				26.7%	53.3%	
1995	*642*	*602*	*536*	*0*	*508*	*1*	*486*	*0*	*475*	*8*	*454*	*26*	*430*	*287*	*129*	*50*	*71*	*39*	*31*	*14*	*23*	*5*	*322*	*411*	*430*
		93.8%	*83.5%*	*0.0%*	*79.1%*	*0.2%*	*75.7%*	*0.0%*	*74.0%*	*1.2%*	*70.7%*	*4.0%*	*67.0%*	*44.7%*	*20.1%*	*7.8%*	*11.1%*	*6.1%*	*4.8%*	*2.2%*	*3.6%*	*0.8%*	*50.2%*	*64.0%*	*67.0%*
African-American	34	29	27	0	25	0	25	0	23	0	22	2	19	8	12	5	6	5	1	1	1	0	10	20	21
		85.3%	79.4%	0.0%	73.5%	0.0%	73.5%	0.0%	67.6%	0.0%	64.7%	5.9%	55.9%	23.5%	35.3%	14.7%	17.6%	14.7%	2.9%	2.9%	2.9%	0.0%	29.4%	58.8%	61.8%
White, non-Hispanic	591	558	496	0	472	1	450	0	443	8	423	24	402	272	115	44	65	34	30	13	22	5	305	383	401
		94.4%	83.9%	0.0%	79.9%	0.2%	76.1%	0.0%	75.0%	1.4%	71.6%	4.1%	68.0%	46.0%	19.5%	7.4%	11.0%	5.8%	5.1%	2.2%	3.7%	0.8%	51.6%	64.8%	67.9%
Other	17	15	13	0	11	0	11	0	9	0	9	0	9	7	2	1	0	0	0	0	0	0	7	8	8
		88.2%	83.9%	0.0%	64.7%	0.0%	64.7%	0.0%	52.9%	0.0%	52.9%	0.0%	52.9%	41.2%	11.8%	5.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	41.2%	47.1%	47.1%
1994	*678*	*624*	*539*	*1*	*508*	*0*	*469*	*0*	*471*	*8*	*449*	*15*	*428*	*239*	*130*	*60*	*71*	*30*	*28*	*13*	*19*	*0*	*263*	*353*	*366*
		92.0%	*79.5%*	*0.1%*	*74.9%*	*0.0%*	*69.2%*	*0.0%*	*69.5%*	*1.2%*	*66.2%*	*2.2%*	*63.1%*	*35.3%*	*19.2%*	*8.8%*	*10.5%*	*4.4%*	*4.1%*	*1.9%*	*2.8%*	*0.0%*	*38.8%*	*52.1%*	*54.0%*
African-American	53	48	38	0	36	0	35	0	36	0	32	0	31	14	13	5	9	2	4	2	1	0	14	21	23
		90.6%	71.7%	0.0%	67.9%	0.0%	66.0%	0.0%	67.9%	0.0%	60.4%	0.0%	58.5%	26.4%	24.5%	9.4%	17.0%	3.8%	7.5%	3.8%	1.9%	0.0%	26.4%	39.6%	43.4%
White, non-Hispanic	609	562	490	1	462	0	426	0	428	8	410	15	390	221	115	55	61	27	24	11	18	0	245	327	338
		92.3%	80.5%	0.2%	75.9%	0.0%	70.0%	0.0%	70.3%	1.3%	67.3%	2.5%	64.0%	36.3%	18.9%	9.0%	10.0%	4.4%	3.9%	1.8%	3.0%	0.0%	40.2%	53.7%	55.5%
Other	16	14	11	0	10	0	8	0	7	0	7	0	7	4	2	0	1	1	0	0	0	0	4	5	5
		87.5%	68.8%	0.0%	62.5%	0.0%	50.0%	0.0%	43.8%	0.0%	43.8%	0.0%	43.8%	25.0%	12.5%	0.0%	6.3%	6.3%	0.0%	0.0%	0.0%	0.0%	25.0%	31.3%	31.3%

O:/Fact Book/2001-2002/Retention-grad reformat by race

Salisbury University

Retention and Graduation Statistics for Freshmen Class Cohorts - *BY RACE/ETHNICITY*

Fall 1985 through Fall 2000

Entering Fall	Cohort	Year 1	Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				Year 6 Retention/Graduation				4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate
		Sem 2	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads			
1993	*726*	*662*	*571*	*0*	*535*	*0*	*488*	*0*	*480*	*8*	*460*	*11*	*449*	*277*	*158*	*76*	*80*	*33*	*36*	*15*	*25*	*0*	*296*	*405*	*420*
		91.2%	*78.7%*	*0.0%*	*73.7%*	*0.0%*	*67.2%*	*0.0%*	*66.1%*	*1.1%*	*63.4%*	*1.5%*	*61.8%*	*38.2%*	*21.8%*	*10.5%*	*11.0%*	*4.5%*	*5.0%*	*2.1%*	*3.4%*	*0.0%*	*40.8%*	*55.8%*	*57.9%*
African-American	55	42	32	0	33	0	31	0	31	0	28	0	27	14	12	5	7	3	3	3	1	0	14	22	25
		76.4%	58.2%	0.0%	60.0%	0.0%	56.4%	0.0%	56.4%	0.0%	50.9%	0.0%	49.1%	25.5%	21.8%	9.1%	12.7%	5.5%	5.5%	5.5%	1.8%	0.0%	25.5%	40.0%	45.5%
White, non-Hispanic	654	604	526	0	490	0	446	0	439	8	422	11	412	259	140	66	71	30	33	11	23	0	278	374	385
		92.4%	80.4%	0.0%	74.9%	0.0%	68.2%	0.0%	67.1%	1.2%	64.6%	1.7%	63.0%	39.6%	21.4%	10.1%	10.9%	4.6%	5.0%	1.7%	3.5%	0.0%	42.5%	57.2%	58.9%
Other	17	16	13	0	12	0	11	0	10	0	10	0	10	4	6	5	2	0	0	1	1	0	4	9	10
		94.1%	80.4%	0.0%	70.6%	0.0%	64.7%	0.0%	58.8%	0.0%	58.8%	0.0%	58.8%	23.5%	35.3%	29.4%	11.8%	0.0%	0.0%	5.9%	5.9%	0.0%	23.5%	52.9%	58.8%

Retention Rates	Year 1	Year 2	Year 3
5-year average-ALL	*82.5%*	*74.4%*	*68.9%*
African-American	*67.4%*	*62.4%*	*55.1%*
White, non-hispanic	*84.1%*	*75.9%*	*70.5%*
Other	*73.5%*	*60.5%*	*50.6%*

Graduation Rates	4-year	5-year	6-year
Average-ALL	*43.9%*	*58.4%*	*59.6%*
African-American	*25.4%*	*45.3%*	*50.2%*
White, non-hispanic	*45.7%*	*59.9%*	*60.7%*
Other	*27.1%*	*46.1%*	*45.7%*

Note: Retention is reported as of the beginning of the semester.
Graduation rate is reported as of the end of the semester. August graduations are reported at the end of each Fall semester along with December and January graduations.
Semester by semester headcounts and percentages are not available prior to Fall 1993.
These rates will differ from those reported by the USM and the MHEC due their use of expanded definitions.
Average graduation rates at right are the average of the years presented ie., the four-year graduation rate average is the average of the five years presented;
the five-year average rate is for the four years presented; the six-year average is for three years.

Source: SPSS Longitudinal Research Files

Table 3:

Salisbury University

Retention and Graduation Statistics for Freshmen Class Cohorts - *BY GENDER*

Fall 1985 through Fall 2000

Entering Fall	Cohort	Year 1 Sem 2	Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				Year 6 Retention/Graduation				4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate
			Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads			
2000	*929*	*873*	*767*	*0*																					
		94.0%	*82.6%*	*0.0%*																					
Male	389	368	315	0																					
		94.6%	81.0%	0.0%																					
Female	540	505	452	0																					
		93.5%	83.7%	0.0%																					
1999	*856*	*795*	*705*	*0*	*678*	*0*	*649*																		
		92.9%	*82.4%*	*0.0%*	*79.2%*	*0.0%*	*75.8%*																		
Male	337	307	274	0	268	0	246																		
		91.1%	81.3%	0.0%	79.5%	0.0%	73.0%																		
Female	519	488	431	0	410	0	403																		
		94.0%	83.0%	0.0%	79.0%	0.0%	77.6%																		
1998	*915*	*859*	*740*	*0*	*703*	*0*	*667*	*0*	*660*	*0*	*639*														
		93.9%	*80.9%*	*0.0%*	*76.8%*	*0.0%*	*72.9%*	*0.0%*	*72.1%*	*0.0%*	*69.8%*														
Male	394	366	303	0	287	0	270	0	274	0	264														
		92.9%	76.9%	0.0%	72.8%	0.0%	68.5%	0.0%	69.5%	0.0%	67.0%														
Female	521	493	437	0	416	0	397	0	386	0	375														
		94.6%	83.9%	0.0%	79.8%	0.0%	76.2%	0.0%	74.1%	0.0%	72.0%														
1997	*868*	*816*	*711*	*0*	*684*	*0*	*629*	*0*	*626*	*7*	*606*	*26*	*571*	*368*	*200*								*401*		
		94.1%	*82.0%*	*0.0%*	*78.9%*	*0.0%*	*72.5%*	*0.0%*	*72.2%*	*0.8%*	*69.9%*	*3.0%*	*65.9%*	*42.4%*	*23.1%*								*46.2%*		
Male	365	339	289	0	278	0	251	0	250	1	240	4	231	123	110								128		
		92.9%	79.2%	0.0%	76.2%	0.0%	68.8%	0.0%	68.5%	0.3%	65.8%	1.1%	63.3%	33.7%	30.1%								35.1%		
Female	503	477	422	0	406	0	378	0	376	6	366	22	340	245	90								273		
		94.8%	84.1%	0.0%	80.9%	0.0%	75.3%	0.0%	74.9%	1.2%	72.9%	4.4%	67.7%	48.8%	17.9%								54.3%		
1996	*685*	*654*	*580*	*0*	*553*	*0*	*514*	*1*	*502*	*6*	*464*	*24*	*443*	*268*	*148*	*86*	*72*	*39*	*37*				*299*	*424*	
		95.5%	*84.7%*	*0.0%*	*80.7%*	*0.0%*	*75.0%*	*0.1%*	*73.3%*	*0.9%*	*67.7%*	*3.5%*	*64.7%*	*39.1%*	*21.6%*	*12.6%*	*10.5%*	*5.7%*	*5.4%*				*43.6%*	*61.9%*	
Male	296	281	244	0	235	0	213	0	209	0	193	8	188	85	93	47	45	26	25				93	166	
		94.9%	82.4%	0.0%	79.4%	0.0%	72.0%	0.0%	70.6%	0.0%	65.2%	2.7%	63.5%	28.7%	31.4%	15.9%	15.2%	8.8%	8.4%				31.4%	56.1%	
Female	389	373	336	0	318	0	301	1	293	6	271	16	255	183	55	39	27	13	12				206	258	
		95.9%	86.4%	0.0%	81.7%	0.0%	77.4%	0.3%	75.3%	1.5%	69.7%	4.1%	65.6%	47.0%	14.1%	10.0%	6.9%	3.3%	3.1%				53.0%	66.3%	
1995	*642*	*602*	*536*	*0*	*508*	*1*	*486*	*0*	*475*	*8*	*454*	*26*	*430*	*287*	*129*	*50*	*71*	*39*	*31*	*14*	*23*	*5*	*322*	*411*	*430*
		93.8%	*83.5%*	*0.0%*	*79.1%*	*0.2%*	*75.7%*	*0.0%*	*74.0%*	*1.2%*	*70.7%*	*4.0%*	*67.0%*	*44.7%*	*20.1%*	*7.8%*	*11.1%*	*6.1%*	*4.8%*	*2.2%*	*3.6%*	*0.8%*	*50.2%*	*64.0%*	*67.0%*
Male	230	213	190	0	178	0	166	0	166	1	163	5	157	96	56	20	33	18	14	4	11	2	102	140	146
		92.6%	82.6%	0.0%	77.4%	0.0%	72.2%	0.0%	72.2%	0.4%	70.9%	2.2%	68.3%	41.7%	24.3%	8.7%	14.3%	7.8%	6.1%	1.7%	4.8%	0.9%	44.3%	60.9%	63.5%
Female	412	390	346	0	330	1	320	0	309	7	291	21	273	191	73	30	38	21	17	10	12	3	220	271	284
		94.7%	84.0%	0.0%	80.1%	0.2%	77.7%	0.0%	75.0%	1.7%	70.6%	5.1%	66.3%	46.4%	17.7%	7.3%	9.2%	5.1%	4.1%	2.4%	2.9%	0.7%	53.4%	65.8%	68.9%
1994	*678*	*624*	*539*	*1*	*508*	*0*	*469*	*0*	*471*	*8*	*449*	*15*	*428*	*239*	*130*	*60*	*71*	*30*	*28*	*13*	*19*	*0*	*263*	*353*	*366*
		92.0%	*79.5%*	*0.1%*	*74.9%*	*0.0%*	*69.2%*	*0.0%*	*69.5%*	*1.2%*	*66.2%*	*2.2%*	*63.1%*	*35.3%*	*19.2%*	*8.8%*	*10.5%*	*4.4%*	*4.1%*	*1.9%*	*2.8%*	*0.0%*	*38.8%*	*52.1%*	*54.0%*
Male	282	259	221	1	210	0	191	0	194	1	186	0	182	79	71	35	37	14	16	7	8	0	81	130	137
		91.8%	78.4%	0.4%	74.6%	0.0%	67.7%	0.0%	68.8%	0.4%	66.0%	0.0%	64.5%	28.0%	25.2%	12.4%	13.1%	5.0%	5.7%	2.5%	2.8%	0.0%	28.7%	46.1%	48.6%
Female	396	365	318	0	298	0	278	0	277	7	263	15	246	160	59	25	34	16	12	6	11	0	182	223	229
		92.2%	80.3%	0.0%	75.3%	0.0%	70.2%	0.0%	69.9%	1.8%	66.4%	3.8%	62.1%	40.4%	14.9%	6.3%	8.6%	4.0%	3.0%	1.5%	2.8%	0.0%	46.0%	56.3%	57.8%
1993	*726*	*662*	*571*	*0*	*535*	*0*	*488*	*0*	*480*	*8*	*460*	*11*	*449*	*277*	*158*	*76*	*80*	*33*	*36*	*15*	*25*	*0*	*296*	*405*	*420*
		91.2%	*78.7%*	*0.0%*	*73.7%*	*0.0%*	*67.2%*	*0.0%*	*66.1%*	*1.1%*	*63.4%*	*1.5%*	*61.8%*	*38.2%*	*21.8%*	*10.5%*	*11.0%*	*4.5%*	*5.0%*	*2.1%*	*3.4%*	*0.0%*	*40.8%*	*55.8%*	*57.9%*
Male	321	289	243	0	226	0	200	0	196	2	192	2	189	88	94	36	56	20	28	12	17	0	92	148	160
		90.0%	75.7%	0.0%	70.4%	0.0%	62.3%	0.0%	61.1%	0.6%	59.8%	0.6%	58.9%	27.4%	29.3%	11.2%	17.4%	6.2%	8.7%	3.7%	5.3%	0.0%	28.7%	46.1%	49.8%
Female	405	373	328	0	309	0	288	0	284	6	268	9	260	189	64	40	24	13	8	3	8	0	204	257	260
		92.1%	81.0%	0.0%	76.3%	0.0%	71.1%	0.0%	70.1%	1.5%	66.2%	2.2%	64.2%	46.7%	15.8%	9.9%	5.9%	3.2%	2.0%	0.7%	2.0%	0.0%	50.4%	63.5%	64.2%

Retention Rates	Year 1	Year 2	Year 3
5-year average-ALL	*82.5%*	*74.4%*	*68.9%*
Male	*80.2%*	*70.9%*	*67.0%*
Female	*84.2%*	*76.8%*	*70.3%*

Graduation Rates	4-year	5-year	6-year
Average-ALL	*43.9%*	*58.4%*	*59.6%*
Male	*33.6%*	*52.3%*	*54.0%*
Female	*51.4%*	*63.0%*	*63.7%*

Note: Retention is reported as of the beginning of the semester.
Graduation rate is reported as of the end of the semester. August graduations are reported at the end of each Fall semester along with December and January graduations.
Semester by semester headcounts and percentages are not available prior to Fall 1993.
These rates will differ from those reported by the USM and the MHEC due their use of expanded definitions.
Average graduation rates at right are the average of the years presented ie., the four-year graduation rate average is the average of the five years presented;
the five-year average rate is for the four years presented; the six-year average is for three years.

Source: SPSS Longitudinal Research Files

Figure 1:

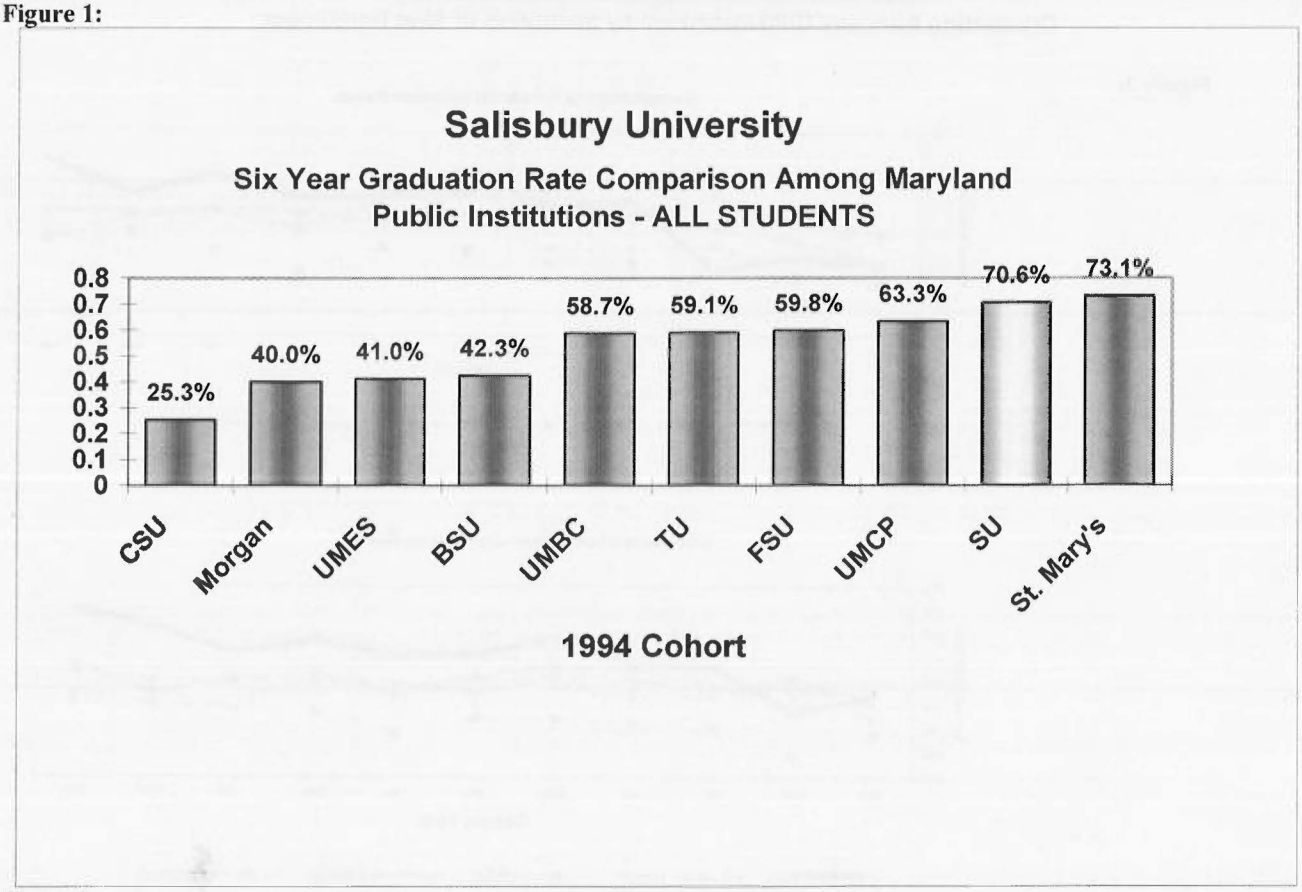
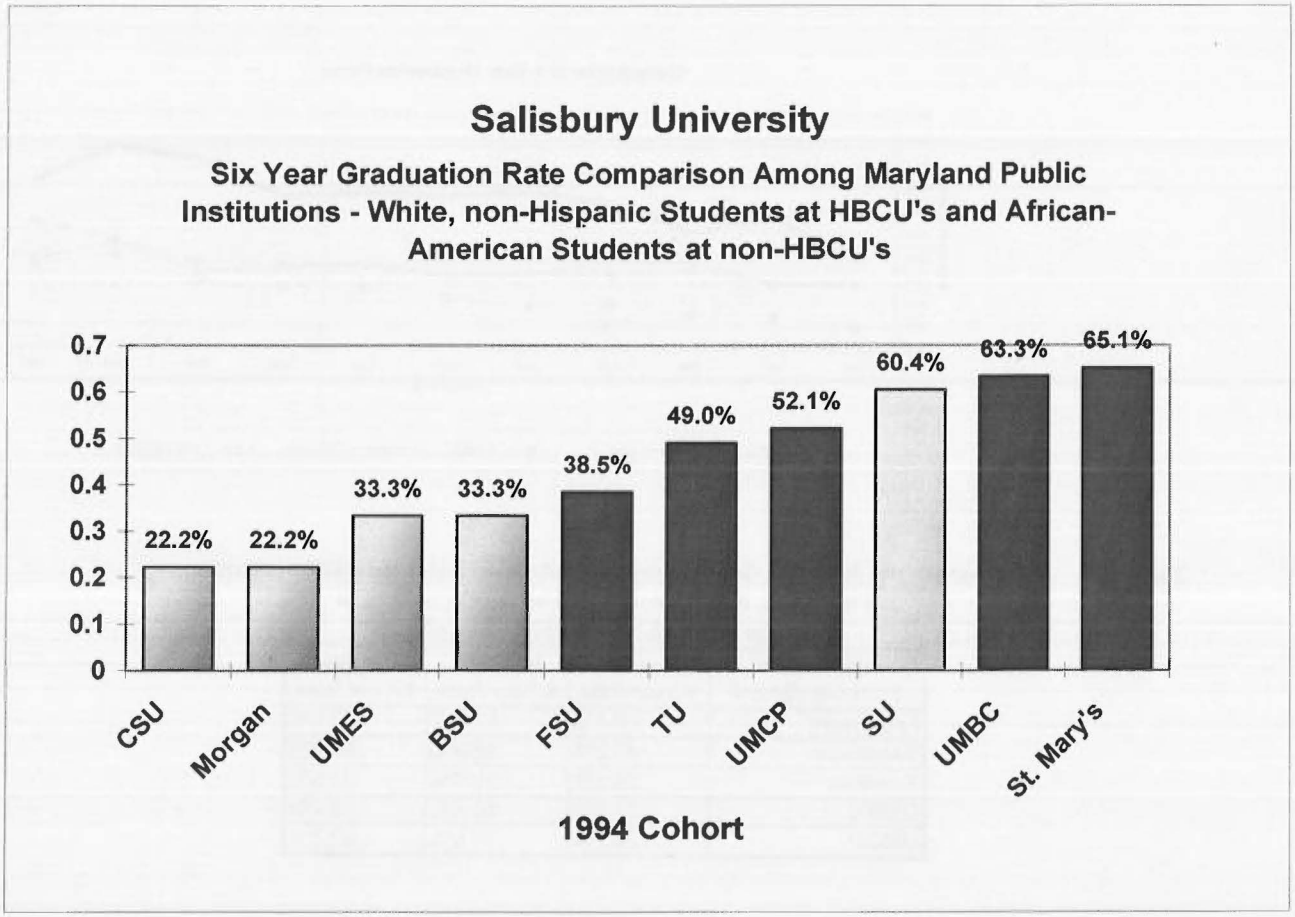


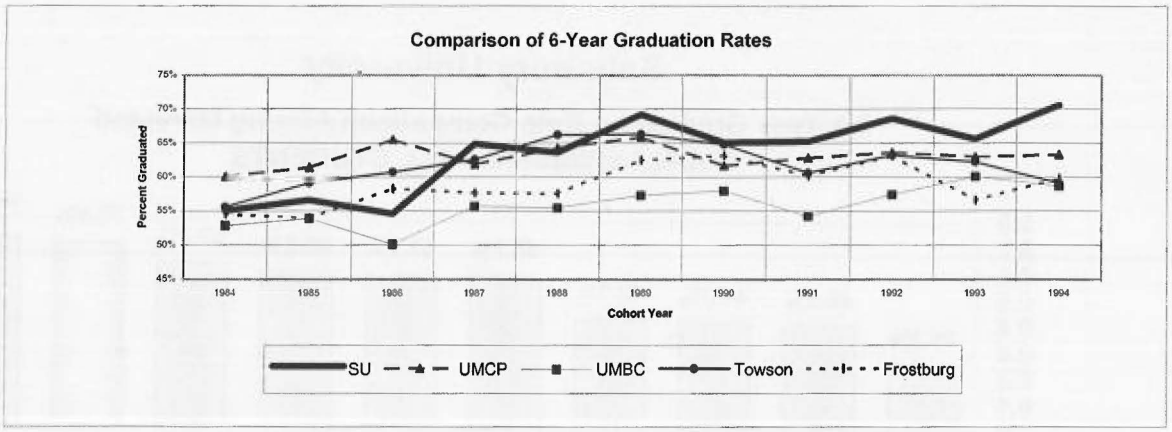
Figure 2:

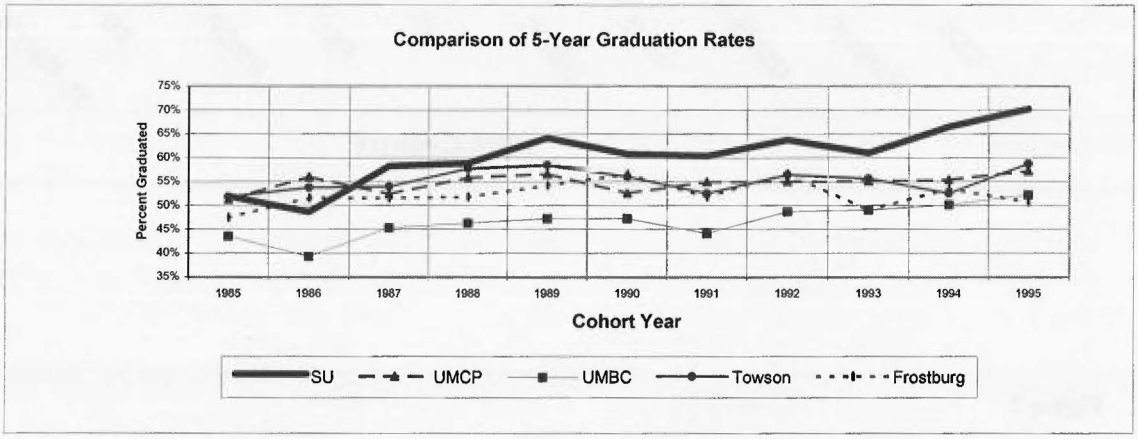


O:/Fact Book/2001-2002/Undergraduate Enrollment Demographics/
Testimony charts - grad rate comparisons

Comparison of 4, 5, and 6 Year Graduation Rates Among Selected USM Institutions
First-time, Full-time Degree-seeking Freshmen
Graduating from any USM Institution by Institution of First Enrollment

Figure 3:





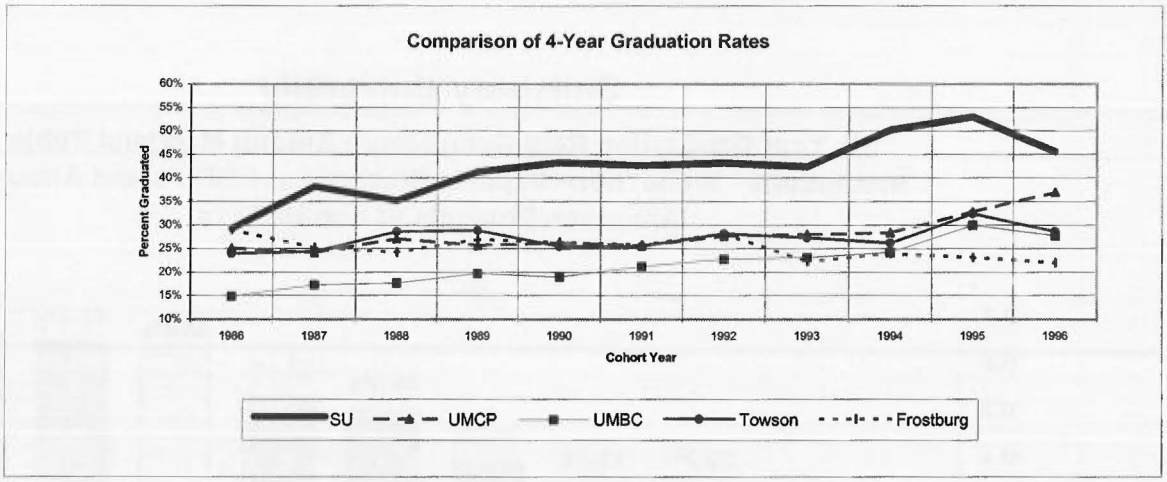


Table 4: **Comparison of Average Graduation Rates Among Selected USM Institutions**
First-time, Full-time, Degree-seeking Freshmen
Average of 1992, 1993, and 1994 Cohorts

Institution of First Enrollment	Average 4-Year Rate	Average 5-Year Rate	Average 6-Year Rate
Frostburg	23.1%	51.1%	59.8%
Salisbury	**49.6%**	**65.9%**	**68.3%**
Towson	29.1%	55.6%	61.5%
UMBC	27.3%	50.4%	58.7%
UMCP	32.7%	55.9%	63.3%

Source: MHEC report "Retention and Graduation Rates at Maryland Public Four-Year Institutions", June 2001.

O:/Fact Book 2000-2001/
Undergraduate Enrollment and Demographics/
USM Grad Rate Comparisons-ALL

Table 1: **Enrollment by Residence and Race/Ethnicity**
(Full and Part-Time)NEW UNDERGRADUATE[1] Students: Fall 2001

MARYLAND COUNTIES	African-American	White	Other[2]	Total
Eastern Shore Counties				
Caroline	-	11	-	**11**
Cecil	-	25	2	**27**
Dorchester	1	13	1	**15**
Kent	-	-	-	**-**
Queen Anne's	-	8	1	**9**
Somerset	2	9	-	**11**
Talbot	1	11	1	**13**
Wicomico	11	91	16	**118**
Worcester	2	26	4	**32**
Subtotal	**17**	**194**	**25**	**236**
Western Shore Counties				
Allegany	-	-	-	**-**
Anne Arundel	1	72	5	**78**
Baltimore	16	67	5	**88**
Baltimore City	-	3	-	**3**
Calvert	-	20	3	**23**
Carroll	-	32	2	**34**
Charles	2	12	1	**15**
Frederick	-	43	1	**44**
Garrett	-	1	-	**1**
Harford	1	39	8	**48**
Howard	2	45	11	**58**
Montgomery	7	75	19	**101**
Prince George's	38	25	4	**67**
St. Mary's	-	7	1	**8**
Washington	-	13	1	**14**
Unknown County	-	-	-	**-**
Subtotal	**67**	**454**	**61**	**582**
TOTAL MD. RESIDENTS	**84**	**648**	**86**	**818**
OUT-OF-STATE	10	127	21	158
FOREIGN COUNTRIES	-	1	7	8
UNKNOWN RESIDENCE	-	-	-	-
TOTAL NONRESIDENTS	**10**	**128**	**28**	**166**
GRAND TOTAL	**94**	**776**	**114**	**984**

[1]Includes first-time non-degree students.

[2]"Other" includes Hispanics, Asian/Pacific Islander, American Indian, and unknown groups.

Source: MHEC Residence by County of Origin, S-4

O:/Factbook/2001-02/new ug students by residency

Table 2: **Top Feeder High Schools to *Salisbury University***
Fall 2001

Maryland High Schools	County	# of Full-Time Freshmen	% of SU Freshmen Class
James M. Bennett	Wicomico	28	3.0%
Parkside	Wicomico	24	2.6%
Wicomico	Wicomico	22	2.3%
Stephen Decatur	Worcester	21	2.2%
Mount Hebron	Howard	14	1.5%
Rising Sun	Cecil	14	1.5%
Bel Air	Harford	12	1.3%
C. Milton Wright	Harford	12	1.3%
Bowie	Prince George's	11	1.2%
Damascus	Montgomery	11	1.2%
Northern	Calvert	11	1.2%
Severna Park	Anne Arundel	11	1.2%
Walkersville	Frederick	11	1.2%
Governor Thomas Johnson	Frederick	10	1.1%
Sherwood	Montgomery	10	1.1%
St. Mary's	Anne Arundel	9	1.0%
Cambridge-South Dorchester	Dorchester	9	1.0%
Fallston	Harford	9	1.0%
Seneca Valley	Montgomery	9	1.0%
Urbana	Frederick	9	1.0%
Perry Hall	Baltimore Cty	8	0.9%
Hammond	Howard	8	0.9%
Eleanor Roosevelt	Prince George's	8	0.9%
Hereford	Baltimore	8	0.9%
Chesapeake	Anne Arundel	8	0.9%
TOTAL	**24**	**307**	**32.6%**
Out-of-State High Schools	**State**	**# of Full-Time Freshmen**	**% of SU Freshmen Class**
Shawnee	New Jersey	6	0.6%
Cherokee	New Jersey	5	0.5%
Bridgewater-Ruritan	New Jersey	4	0.4%
Lawrence	New Jersey	4	0.4%
Caesar Rodney	Delaware	3	0.3%
Indian River	Delaware	3	0.3%
Laurel	Delaware	3	0.3%
Clearview Regional	New Jersey	3	0.3%
Washington Township	New Jersey	3	0.3%
Wissahocken	Pennsylvania	3	0.3%
Penncrest	Pennsylvania	3	0.3%
TOTAL	**11**	**40**	**4.3%**
Total First-Time Full-Time Freshmen	**All States/Counties**		**941**

[1] Because of academic programming classifications, one FTS freshman enrolled in the "accelerated nursing" program is instead being counted as an USB.

Source: Fall, 2001 semester enrolled pop file

Table 3:

Applications/Acceptances/Enrollment
First-Time Freshmen, Fall 1997 to Fall 2001

Applicants for 1st Time Freshman Admission	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Within County					
Applied	173	193	199	196	**187**
% of grand total	4.0%	4.3%	4.4%	4.4%	3.8%
Accepted	121	139	135	120	**129**
% of grand total	4.7%	5.2%	5.2%	4.7%	5.0%
Selectivity	**69.9%**	**72.0%**	**67.8%**	**61.2%**	**69.0%**
Enrolled	85	89	88	78	**89**
% of grand total	9.7%	9.6%	10.1%	8.4%	9.4%
Yield	**70.2%**	**64.0%**	**65.2%**	**65.0%**	**69.0%**
Outside County, In-State					
Applied	2528	2593	2876	3030	**3416**
% of grand total	58.3%	58.1%	63.9%	67.8%	68.6%
Accepted	1488	1527	1605	1696	**1833**
% of grand total	58.2%	57.3%	62.4%	66.9%	70.6%
Selectivity	**58.9%**	**58.9%**	**55.8%**	**56.0%**	**53.7%**
Enrolled	543	601	586	631	**690**
% of grand total	62.1%	64.8%	67.4%	67.6%	73.2%
Yield	**36.5%**	**39.4%**	**36.5%**	**37.2%**	**37.6%**
Outside State					
Applied	1614	1662	1400	1217	**1348**
% of grand total	37.2%	37.2%	31.1%	27.3%	27.1%
Accepted	936	991	818	708	**620**
% of grand total	36.6%	37.2%	31.8%	27.9%	23.9%
Selectivity	**58.0%**	**59.6%**	**58.4%**	**58.2%**	**46.0%**
Enrolled	243	233	189	219	**157**
% of grand total	27.8%	25.1%	21.7%	23.4%	16.7%
Yield	**26.0%**	**23.5%**	**23.1%**	**30.9%**	**25.3%**
International					
Applied	19	15	26	23	**27**
% of grand total	0.4%	0.3%	0.6%	0.5%	0.5%
Accepted	11	8	14	13	**16**
% of grand total	0.4%	0.3%	0.5%	0.5%	0.6%
Selectivity	**57.9%**	**53.3%**	**53.8%**	**56.5%**	**59.3%**
Enrolled	4	5	7	6	**6**
% of grand total	0.5%	0.5%	0.8%	0.6%	0.6%
Yield	**36.4%**	**62.5%**	**50.0%**	**46.2%**	**37.5%**
GRAND TOTAL					
Applied	4334	4463	4501	4466	**4978**
Accepted	2556	2665	2572	2537	**2598**
Enrolled	875	928	870	934	**942**
Acceptance Rate	**59%**	**60%**	**57%**	**57%**	**52%**
Yield	**34%**	**35%**	**34%**	**37%**	**36%**

* Because of academic programming classifications, one FTS freshman enrolled in the "accelerated nursing" program is instead being counted as an USB.

Table 4:

Applications/Acceptances/Enrollment
Transfer Students Fall 1997 to Fall 2001

Applicants for Transfer From Other Institutions	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Within County					
Applied	125	116	115	132	**107**
% of grand total	12.3%	10.6%	10.8%	12.2%	9.9%
Accepted	110	100	100	101	**88**
% of grand total	13.8%	11.8%	12.6%	12.6%	11.2%
Selectivity	**88.0%**	**86.2%**	**87.0%**	**76.5%**	**82.2%**
Enrolled	102	91	90	91	**73**
% of grand total	17.1%	14.5%	15.7%	15.3%	12.7%
Yield	**92.7%**	**91.0%**	**90.0%**	**90.1%**	**83.0%**
Outside County, In-State					
Applied	607	679	708	694	**712**
% of grand total	59.8%	62.1%	66.5%	64.3%	65.7%
Accepted	476	548	526	526	**535**
% of grand total	59.7%	64.4%	66.5%	65.8%	68.2%
Selectivity	**78.4%**	**80.7%**	**74.3%**	**75.8%**	**75.1%**
Enrolled	368	422	379	399	**412**
% of grand total	61.8%	67.4%	66.0%	67.3%	71.4%
Yield	**77.3%**	**77.0%**	**72.1%**	**75.9%**	**77.0%**
Outside State					
Applied	261	289	235	235	**254**
% of grand total	25.7%	26.4%	22.1%	21.8%	23.4%
Accepted	201	198	163	160	**159**
% of grand total	25.2%	23.3%	20.6%	20.0%	20.3%
Selectivity	**77.0%**	**68.5%**	**69.4%**	**68.1%**	**62.6%**
Enrolled	116	110	103	97	**91**
% of grand total	19.5%	17.6%	17.9%	16.4%	15.8%
Yield	**57.7%**	**55.6%**	**63.2%**	**60.6%**	**57.2%**
International					
Applied	22	9	6	18	**11**
% of grand total	2.2%	0.8%	0.6%	1.7%	1.0%
Accepted	10	5	2	13	**3**
% of grand total	1.3%	0.6%	0.3%	1.6%	0.4%
Selectivity	**45.5%**	**55.6%**	**33.3%**	**72.2%**	**27.3%**
Enrolled	9	3	2	6	**1**
% of grand total	1.5%	0.5%	0.3%	1.0%	0.2%
Yield	**90.0%**	**60.0%**	**100.0%**	**46.2%**	**33.3%**
GRAND TOTAL					
Applied	1015	1093	1064	1079	1084
Accepted	797	851	791	800	785
Enrolled	595	626	574	593	577
Applicant Rate	**79%**	**78%**	**74%**	**74%**	**72%**
Yield	**75%**	**74%**	**73%**	**74%**	**74%**

Source: Applications, Acceptances and Enrollments - Degree-Seeking Students Only, Job NMIS330, Program MISN380
o:\fb0102\ug enrl & dem\appl-accept-enrl

Table 5:

Applications/Acceptances/Enrollment by Race/Ethnicity
First-Time Freshmen, Fall 2001

Applicants for 1st Time Freshman Admission	African-American	American Indian	Asian	Hispanic	White	Unknown	Total[1]	% of Total by Location
Within County								
Applied	19	-	13	2	144	9	**187**	**3.8%**
Accepted	10	-	10	2	102	5	**129**	**5.0%**
Enrolled	6	-	7	2	69	5	**89**	**9.4%**
Outside County, In-State								
Applied	366	11	107	78	2711	143	**3,416**	**68.6%**
Accepted	180	7	71	49	1449	77	**1,833**	**70.6%**
Enrolled	70	1	20	17	551	31	**690**	**73.2%**
Outside State								
Applied	90	3	20	31	1132	72	**1,348**	**27.1%**
Accepted	39	2	14	22	514	29	**620**	**23.9%**
Enrolled	10	1	2	8	126	10	**157**	**16.7%**
International								
Applied	-	-	-	-	-	-	**27**	**0.5%**
Accepted	-	-	-	-	-	-	**16**	**0.6%**
Enrolled	-	-	-	-	-	-	**6**	**0.6%**
GRAND TOTAL								
Applied	475		140	111	3987	224	**4,978**	
% applied by race/ethnicity	9.5%		2.8%	2.2%	80.1%	4.5%		
Accepted	229		95	73	2065	111	**2,598**	
% accepted by race/ethnicity	8.8%		3.7%	2.8%	79.5%	4.3%		
Enrolled	86		29	27	746	46	**942** *	
% enrolled by race/ethnicity	9.1%		3.1%	2.9%	79.2%	4.9%		
Acceptance Rate	**48.2%**		**67.9%**	**65.8%**	**51.8%**	**49.6%**		
Yield	**37.6%**		**30.5%**	**37.0%**	**36.1%**	**41.4%**		

* Because of programming classifications, one FTS freshman enrolled in the "accelerated nursing" program is instead being counted as an USB.

Table 6:

Applications/Acceptances/Enrollment by Race/Ethnicity
Transfer Students Fall 2001

Applicants for 1st Time Freshman Admission	African-American	American Indian	Asian	Hispanic	White	Unknown	Total	% of Total by Location
Within County								
Applied	18	0	4	2	76	7	**107**	**9.9%**
Accepted	14	0	0	1	68	5	**88**	**11.2%**
Enrolled	11	0	0	0	57	5	**73**	**12.7%**
Outside County, In-State								
Applied	64	5	14	18	577	34	**712**	**65.7%**
Accepted	34	3	10	14	448	26	**535**	**68.2%**
Enrolled	25	1	7	10	352	17	**412**	**71.4%**
Outside State								
Applied	27	0	2	1	209	15	**254**	**23.4%**
Accepted	12	0	1	1	140	5	**159**	**20.3%**
Enrolled	9	0	1	1	78	2	**91**	**15.8%**
International								
Applied							**11**	**1.0%**
Accepted							**3**	**0.4%**
Enrolled							**1**	**0.2%**
GRAND TOTAL								
Applied	109	5	20	21	862	56	**1,084**	
% applied by race/ethnicity	2.2%	0.1%	0.4%	0.4%	17.3%	1.1%		
Accepted	60	3	11	16	656	36	**785**	
% accepted by race/ethnicity	2.3%	0.1%	0.4%	0.6%	25.3%	1.4%		
Enrolled	45	1	8	11	487	24	**577**	
% enrolled by race/ethnicity	4.8%	0.1%	0.8%	1.2%	51.7%	2.5%		
Acceptance Rate	**55.0%**	**60.0%**	**55.0%**	**76.2%**	**76.1%**	**64.3%**		
Yield	**75.0%**	**33.3%**	**72.7%**	**68.8%**	**74.2%**	**66.7%**		

Source: Applications, Acceptances and Enrollments - Degree-Seeking Students Only, Job NMIS330, Program MISN380
o:\fb0102\ug enrl & dem\appl-accept-enrl by race

Table 7:

SAT Score Ranges
New Freshmen[1]
Fall 1997 - Fall 2001

	Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001	
	#/	% of Total	#/	% of Total	#/	% of Total	#/	% of Total	#/	% of Total
SAT-VERBAL										
Score Ranges										
700-800	18	2.1%	25	2.7%	26	3.0%	24	2.6%	**18**	**1.9%**
600-699	179	20.5%	211	22.8%	194	22.4%	192	20.6%	**201**	**21.3%**
500-599	515	58.9%	532	57.4%	513	59.2%	561	60.1%	**510**	**54.1%**
Sub-total		**81.5%**		**82.8%**		**84.5%**		**83.2%**		**77.4%**
400-499	136	15.6%	143	15.4%	114	13.1%	138	14.8%	**166**	**17.6%**
300-399	2	0.2%	-	0.0%	3	0.3%	1	0.1%	**5**	**0.5%**
200-299	1	0.1%	-	0.0%	-	0.0%	-	0.0%	**1**	**0.1%**
Others[2]	23	2.6%	16	1.7%	17	2.0%	18	1.9%	**41**	**4.4%**
Total New Freshmen[1]	**874**	100.0%	**927**	100.0%	**867**	100.0%	**934**	100.0%	**942**	**100%**
MEAN Score	**553**		**557**		**560**		**554**		**552**	
SAT-MATH										
Score Ranges										
700-800	19	2.2%	17	1.8%	21	2.4%	21	2.2%	**17**	**1.8%**
600-699	205	23.5%	263	28.4%	229	26.4%	261	27.9%	**269**	**28.6%**
500-599	511	58.5%	498	53.7%	499	57.6%	534	57.2%	**498**	**52.9%**
Sub-total		**84.1%**		**83.9%**		**86.4%**		**87.4%**		**83.2%**
400-499	114	13.0%	130	14.0%	101	11.6%	100	10.7%	**112**	**11.9%**
300-399	2	0.2%	3	0.3%	-	0.0%	-	0.0%	**5**	**0.5%**
200-299	-	0.0%	-	0.0%	-	0.0%	-	0.0%	**-**	**0.0%**
Others[2]	23	2.6%	16	1.7%	17	2.0%	18	1.9%	**41**	**4.4%**
Total New Freshmen	**874**	100.0%	**927**	100.0%	**867**	100.0%	**934**	100.0%	**942**	**100%**
MEAN Score	**559**		**564**		**564**		**567**		**566**	
SAT-COMBINED										
Score Ranges										
1400-1500	4	0.5%	12	1.3%	7	0.8%	6	0.6%	**5**	**0.5%**
1300-1399	47	5.4%	50	5.4%	44	5.1%	47	5.0%	**41**	**4.4%**
1200-1299	118	13.5%	147	15.9%	141	16.3%	131	14.0%	**153**	**16.2%**
1100-1199	267	30.5%	302	32.6%	290	33.4%	325	34.8%	**336**	**35.7%**
1000-1099	329	37.6%	308	33.2%	303	34.9%	355	38.0%	**273**	**29.0%**
Sub-total		**87.5%**		**88.3%**		**90.5%**		**92.5%**		**85.8%**
900-999	78	8.9%	84	9.1%	62	7.2%	49	5.2%	**73**	**7.7%**
800-899	7	0.8%	8	0.9%	3	0.3%	3	0.3%	**17**	**1.8%**
700-799	1	0.1%	-	0.0%	-	0.0%	-	0.0%	**3**	**0.3%**
600-699	-	0.0%	-	0.0%	-	0.0%	-	0.0%	**-**	**0.0%**
500-599	-	0.0%	-	0.0%	-	0.0%	-	0.0%	**-**	**0.0%**
Others[2]	23	2.6%	16	1.7%	17	2.0%	18	1.9%	**41**	**4.4%**
Total New Freshmen	**874**	100.0%	**927**	100.0%	**867**	100.0%	**934**	100.0%	**942**	**100%**
MEAN Score	**1112**		**1120**		**1124**		**1121**		**1118**	

[1]Total number includes full and part-time first-time freshmen.

[2] "Others" are freshmen without SAT scores.

[3]Because of academic programming classifications, one FTS freshman enrolled in the "accelerated nursing" program is instead being counted as an USB.

Source: SAT Profile of Enrolled First-Time Freshmen, MINC Job N3MIS230, Program MISN350

Table 8:

Comparison of MEAN SAT scores at Salisbury University, State-wide, and Nationally Fall 1997-2001

Year	Total Entering	Total w/ Scores	*Salisbury University* Verbal	Math	Composite[2]	*Maryland* Verbal	Math	Composite	*National* Verbal	Math	Composite
1997	874	851	553	559	1112	507	507	1014	505	511	1016
1998	927	911	557	564	1120	506	508	1014	505	512	1017
1999	867	850	560	564	1124	507	507	1014	505	511	1016
2000	934 [1]	916	554	567	1121	507	509	1016	505	514	1019
2001	942	901	552	566	1118	508	510	1018	506	514	1020

Figure 1: Salisbury University First-Time Freshmen MEAN SAT Scores, 1997-2001

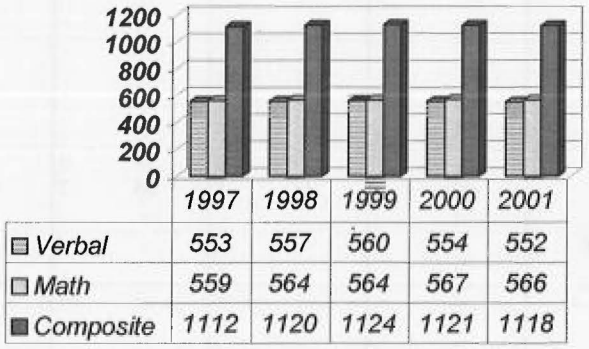


Figure 2: 2001 SAT *Mean* Scores: National, State, & SU

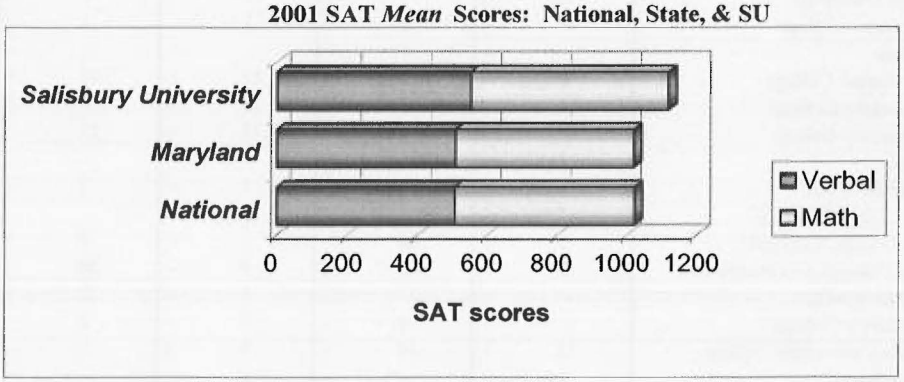


Table 9: Comparison of SAT Scores by Percentiles[1] for SU, State, and National

	25th Percentile Verbal	Math	Composite[2]	*50th Percentile* Verbal	Math	Composite	*75th Percentile* Verbal	Math	Composite
Salisbury University	510	520	1030	550	570	1120	590	610	1200
Maryland[3]	430	430	860	510	510	1020	590	600	1190
National[3]	430	440	870	500	510	1010	580	590	1170

[1] Because of academic programming classifications, one FTS freshman enrolled in the "accelerated nursing" program is instead being counted as an USB.
[2] Composite score is the total of the math and verbal scores in each category.
[3] Source for National and Maryland SAT scores is the College Board. SU scores are from SU database.

Table 10:

Student Transfers Full and Part-Time Undergraduates by Maryland Institution Previously Attended: Fall 1997 to Fall 2001

	Maryland Institution	1997 FT	1997 PT	1998 FT	1998 PT	1999 FT	1999 PT	2000 FT	2000 PT	2001 FT	2001 PT
	Allegany Community College	5	-	2	-	1	-	-	-	-	1
*	**Anne Arundel Community College**	49	3	48	1	27	-	46	1	48	2
	Baltimore City Community College	2	-	3	-	-	-	-	-	-	-
	Bowie State University	-	-	1	-	1	-	1	-	1	-
	Columbia Union College	-	-	-	-	-	-	-	-	-	-
	Community College of Baltimore	-	-	-	-	-	-	-	-	-	-
	Carroll Community College	-	-	12	1	13	-	9	1	14	-
	Catonsville Community College	8	-	8	-	7	-	11	-	7	-
	Cecil Community College	6	1	15	-	7	1	6	1	12	-
	Charles County Community College	29	-	39	1	38	1	-	-	-	-
*	**Chesapeake College**	27	4	33	8	35	7	30	5	29	6
	College of Notre Dame	1	1	-	-	-	-	-	-	-	-
*	**College of Southern Maryland-CCC**	-	-	-	-	-	-	35	-	45	-
	Coppin State College	1	-	1	-	-	-	-	-	-	-
	Dundalk Community College	2	-	-	-	4	-	1	-	1	-
	Essex Community College	13	1	14	-	15	-	13	3	11	1
	Frederick Community College	8	1	12	1	13	-	23	-	18	-
	Frostburg State University	8	1	11	2	12	-	1	1	8	-
	Garrett Community College	-	-	3	-	1	-	1	1	-	-
	Goucher College	-	-	-	-	-	-	-	-	1	-
*	**Hagerstown Junior College**	6	-	10	-	12	-	11	-	20	-
	Harford Community College	13	-	17	1	25	1	22	1	15	-
	Howard Community College	8	2	18	2	15	-	15	-	9	1
	Loyola College	1	-	1	-	-	-	-	-	1	-
	Maryland Institute C Art	1	-	1	-	1	-	1	-	-	-
	Montgomery College, Takoma	1	-	-	-	-	-	-	-	-	1
	Montgomery College, Rockville	5	-	14	-	7	-	4	-	6	-
*	**Montgomery College, Germantown**	9	-	8	-	9	-	20	-	24	-
	Morgan State University	-	-	-	-	3	-	2	-	1	-
	Mount Saint Mary's College	-	-	1	-	1	-	2	-	2	-
	Prince George's Community College	12	-	11	-	6	1	9	1	4	1
	Salisbury University	-	-	-	-	6	-	-	-	2	1
	St. John's College	1	-	-	-	-	-	-	-	-	-
	St. Mary's College of MD	-	1	-	-	1	-	2	-	2	-
	Towson University	5	1	11	1	11	2	11	-	13	2
	Univ. of Maryland, Baltimore	-	-	1	-	-	-	2	-	-	-
	Univ. of Maryland, Baltimore County	6	-	3	1	1	-	3	-	10	-
	Univ. of Maryland, College Park	12	1	6	2	4	-	3	-	3	-
	Univ. of Maryland, Eastern Shore	17	9	15	3	18	4	13	5	15	2
	Univ. of Maryland, Univ. College	-	-	-	2	1	-	-	-	2	-
	U.S. Naval Academy	-	-	-	1	-	-	-	1	-	-
	Villa Julie College	1	1	4	-	5	-	2	-	3	-
	Washington College	2	-	3	-	4	1	3	1	3	-
	Western Maryland College	1	-	3	-	2	-	3	-	-	1
*	**Wor-Wic Community College**	66	17	64	16	54	13	57	18	63	21
	Subtotal	326	44	393	43	360	31	362	40	393	40
	Out-of-State Colleges	182	23	149	18	159	23	167	17	134	20
	Unknown	10	27	4	31	7	36	8	32	10	62
	Total Transfers	518	94	546	92	526	90	537	89	537	122

Source: MINC Credit Hours Transferred by Transfer College, Job No. NMIS360 Program No. MISN410

* The top six feeder institutions of SU's transfer students.

Table 11:

Transfer Patterns to Salisbury University

by Sending Institutions

Full Time Students Only

Fall 1996 - Fall 2001

Entering Transfers From:	Fall 1996		Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001	
	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total
Md. Eastern Shore Community Colleges (N=3)	79	15%	99	19%	94	17%	89	17%	93	17%	104	19%
Md. Eastern Shore Four-Year Colleges & Institutions (N=2)	12	2%	12	2%	15	3%	24	5%	16	3%	18	3%
Md. Western Shore Community Colleges (N=18)	179	34%	165	31%	240	43%	201	38%	218	41%	222	41%
Md. Four-Year Colleges & Universities, Public & Independent (N=30)	45	9%	59	11%	50	9%	46	9%	35	7%	47	9%
Out-of-state/Foreign Community Colleges or Four-Year Institutions	201	38%	182	35%	152	27%	159	30%	167	31%	134	25%
Unknown/Other	10	2%	10	2%	6	1%	7	1%	8	1%	10	2%
GRAND TOTAL	526	100%	527	100%	557	100%	526	100%	537	100%	535	100%

SOURCE: MINC Credit Hours transferred by Transfer College, Job NMIS360, Prog MISN410

O:/Fact Book/2001-2002/Undergraduate Enrollment & Demographics/ Transfer Trends

Table 12:

Retention & Graduation Rates for Transfer Students

Entering Juniors

Fall 1993 through Fall 2000 Classes

Year	Head count	% Enrolled After: 1st Year	2nd Year	3rd Year	% Graduated After: 2nd Year	3rd Year	4th Year	5th Year
1993	131	90.8%	37.4%	13.0%	45.8%	71.0%	79.4%	80.9%
1994	147	82.3%	38.8%	8.2%	40.1%	71.4%	74.1%	76.2%
1995	159	83.0%	33.3%	10.7%	49.7%	71.1%	78.0%	79.9%
1996	137	84.0%	29.2%	7.3%	38.0%	60.6%	65.0%	65.7%
1997	161	79.5%	28.0%	6.8%	45.3%	64.0%	69.6%	-
1998	141	84.4%	46.1%	13.5%	35.5%	73.0%	-	-
1999	133	88.7%	43.6%	-	43.6%	-	-	-
2000	121	87.6%	-	-	-	-	-	-

SOURCE: Longitudinal Research Files

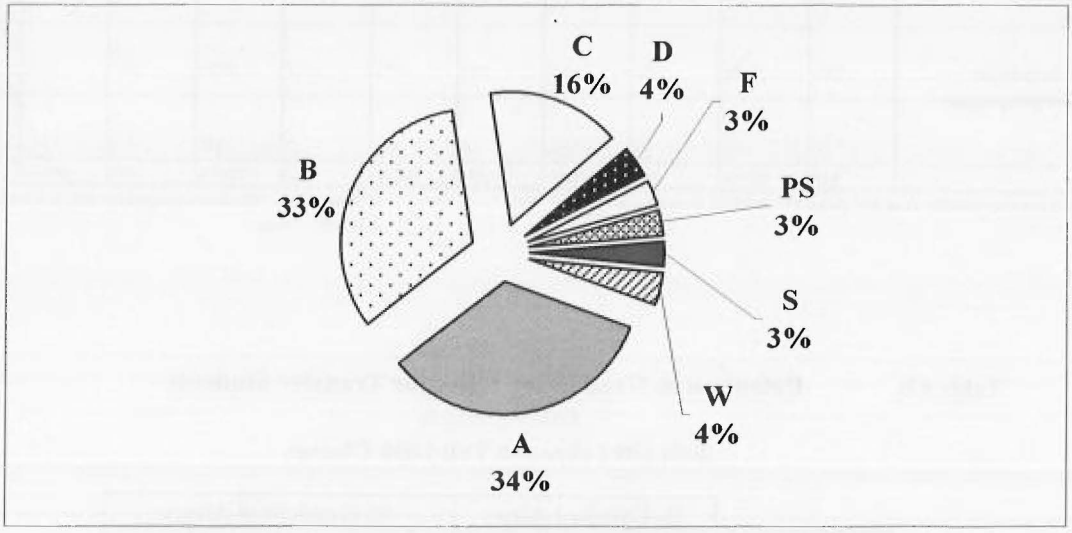
O:/Fact Book/2001-2002/Undergraduate Enrollment & Demographics/Transfers/Transfer Ret and Grad

Table 1:

Undergraduate Grade Distribution: Fall 1996 to Fall 2000

Grade	1996	1997	1998	1999	2000
A	29%	30%	30%	32%	34%
B	32%	33%	33%	33%	33%
C	19%	18%	17%	17%	16%
D	4%	4%	4%	4%	4%
F	3%	3%	3%	3%	3%
PS	4%	3%	3%	2%	3%
S	3%	4%	4%	4%	3%
W	5%	4%	4%	4%	4%

Figure 1: **Percentage of Grade Distribution: Fall 2000**



Source: Grade Distribution by Discipline, Job NMIS100 Program No. MISN120

Figure 2: **Percentage of Grade Distribution: Fall 1996**

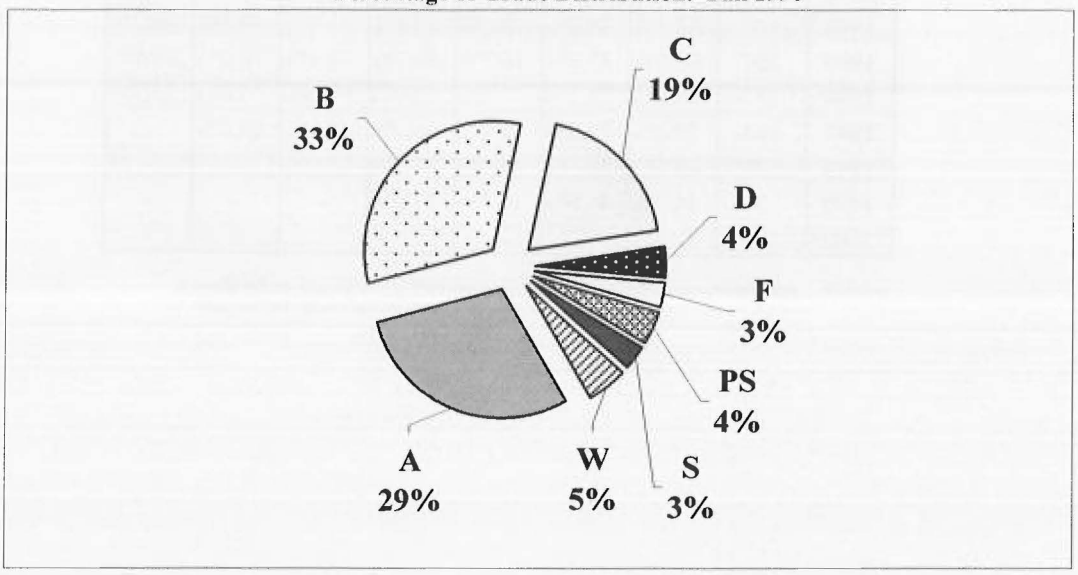


Table 2:

Mean Semester Grade Point
And Cumulative Grade Point Averages
For Full-Time Undergraduates
by Class and Sex

Class and Gender	SPRING 1995 (N=4178)		FALL 1995 (N=4154)		SPRING 1996 (N=4101)		FALL 1996 (N=4329)		SPRING 1997 (N=4070)		FALL 1997 (N=4457)		SPRING 1998 (N=4284)		FALL 1998 (N=4396)		SPRING 1999 (N=4478)		FALL 1999 (N=4701)		SPRING 2000 (N=4614)		FALL 2000 (N=)		SPRING 2001 (N=5038)	
	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum
Freshmen																										
Male	2.62	2.51	2.57	2.51	2.54	2.48	2.39	2.30	2.55	2.42	2.42	2.36	2.36	2.38	2.58	2.52	2.67	2.56	2.60	2.53	2.64	2.57	2.58	2.53	2.57	2.49
Female	2.92	2.82	2.91	2.87	2.91	2.88	2.77	2.70	2.85	2.77	2.80	2.71	2.74	2.77	2.87	2.82	2.90	2.81	2.89	2.82	2.92	2.86	2.88	2.81	2.96	2.86
Both	**2.79**	**2.69**	**2.78**	**2.72**	**2.76**	**2.72**	**2.60**	**2.52**	**2.72**	**2.61**	**2.63**	**2.56**	**2.58**	**2.60**	**2.74**	**2.68**	**2.79**	**2.69**	**2.76**	**2.69**	**2.81**	**2.74**	**2.75**	**2.68**	**2.79**	**2.70**
Sophomores																										
Male	2.70	2.62	2.67	2.68	2.65	2.65	2.63	2.61	2.73	2.62	2.65	2.61	2.65	2.67	2.73	2.65	2.70	2.63	2.71	2.95	2.73	2.70	2.68	2.67	2.77	2.69
Female	2.99	2.88	2.92	2.87	2.96	2.88	2.95	2.88	2.99	2.88	2.96	2.89	2.89	2.87	3.00	2.92	3.04	2.96	3.03	2.66	3.04	2.98	3.02	2.97	3.06	2.97
Both	**2.87**	**2.77**	**2.82**	**2.76**	**2.83**	**2.79**	**2.81**	**2.76**	**2.88**	**2.77**	**2.83**	**2.77**	**2.79**	**2.78**	**2.88**	**2.80**	**2.89**	**2.81**	**2.89**	**2.82**	**2.90**	**2.85**	**2.87**	**2.84**	**2.93**	**2.85**
Juniors																										
Male	2.69	2.68	2.75	2.70	2.76	2.71	2.77	2.75	2.86	2.76	2.92	2.80	2.82	2.81	2.91	2.85	2.89	2.80	2.87	2.78	2.85	2.79	2.93	2.84	2.88	2.82
Female	3.12	2.97	3.07	2.97	3.10	3.00	3.07	3.01	3.17	3.01	3.15	3.03	3.10	3.03	3.17	3.09	3.17	3.03	3.19	3.06	3.18	3.08	3.16	3.05	3.16	3.06
Both	**2.92**	**2.84**	**2.93**	**2.86**	**2.96**	**2.87**	**2.94**	**2.89**	**3.03**	**2.90**	**3.05**	**2.93**	**2.98**	**2.94**	**3.06**	**2.99**	**3.05**	**2.93**	**3.06**	**2.95**	**3.04**	**2.96**	**3.06**	**2.96**	**3.03**	**2.95**
Seniors																										
Male	2.97	2.87	2.98	2.86	3.00	2.87	3.03	2.93	3.01	2.90	2.99	2.89	2.83	2.93	3.09	2.97	3.06	2.95	3.03	2.94	3.03	2.92	3.05	2.95	3.07	2.97
Female	3.21	3.06	3.29	3.12	3.24	3.11	3.27	3.14	3.29	3.14	3.30	3.13	2.93	3.15	3.33	3.21	3.31	3.18	3.31	3.17	3.33	3.18	3.35	3.15	3.34	3.20
Both	**3.10**	**2.97**	**3.15**	**3.00**	**3.13**	**3.01**	**3.16**	**3.05**	**3.17**	**3.04**	**3.16**	**3.03**	**2.89**	**3.06**	**3.22**	**3.11**	**3.21**	**3.09**	**3.19**	**3.08**	**3.20**	**3.07**	**3.23**	**3.07**	**3.23**	**3.11**
Second Bachelors[1]																										
Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3.64	3.18	3.49	3.34	3.59	3.30	3.45	3.02	3.46	2.95	3.24	2.78
Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3.40	3.25	3.42	3.27	3.31	3.10	3.28	3.12	3.45	3.19	3.55	3.31
Both	-	-	-	-	-	-	-	-	-	-	-	-	-	-	**3.47**	**3.23**	**3.46**	**3.31**	**3.42**	**3.18**	**3.35**	**3.08**	**3.45**	**3.09**	**3.43**	**3.12**
TOTAL																										
Male	2.76	2.69	2.75	2.68	2.77	2.70	2.71	2.65	2.82	2.71	2.74	2.66	2.68	2.71	2.81	2.73	2.83	2.74	2.79	2.72	2.83	2.76	2.81	2.71	2.83	2.75
Female	3.07	2.95	3.04	2.96	3.07	2.99	3.02	2.94	3.10	2.98	3.05	2.94	2.92	2.98	3.08	3.00	3.11	3.00	3.10	3.00	3.13	3.04	3.10	2.95	3.15	3.04
Both	**2.94**	**2.84**	**2.92**	**2.84**	**2.94**	**2.87**	**2.89**	**2.82**	**2.98**	**2.86**	**2.92**	**2.82**	**2.82**	**2.87**	**2.96**	**2.88**	**2.99**	**2.89**	**2.96**	**2.88**	**3.00**	**2.92**	**2.97**	**2.85**	**3.01**	2.91

Source: SPSS Longitudinal Reports, POP994P.RES and POP002P.RES

[1]The mean GPA for Second Bachelor Students is reported beginning in Fall 1998.

Table 1:

Undergraduate Financial Aid Awards Summary

Fiscal Year 1997-98 to 2000-01

Type	Number of Recipients				% of FY 01
	FY 1997-98	FY 1998-99	FY 1999-00	FY 2000-01	FTES*
GRANTS					
Federal Pell Grants	933	893	846	**886**	16.8%
Federal Supplemental Educational Opportunities Grants	231	185	194	**185**	3.5%
Vocational Rehabilitation Grants	41	31	30	**25**	0.5%
Grants from Private Sources	28	32	26	**25**	0.5%
Institutional Grants[4]	33	70	89	**96**	1.8%
LOANS					
Federal Perkins Loans	195	143	165	**169**	3.2%
Federal Stafford Loans	2618	2655	2629	**2765**	52.4%
Federal PLUS Loans[2]	857	952	911	**1009**	19.1%
From Private Sources	14	22	38	**59**	1.1%
SCHOLARSHIPS					
General State	665	745	724	**706**	13.4%
House of Delegates	171	196	190	**185**	3.5%
Senatorial	287	261	266	**255**	4.8%
State Distinguished	50	51	39	**35**	0.7%
All Other From Commission[3]	29	24	102	**336**	6.4%
Other Race/Desegregation	21	7	-	**-**	0.0%
Federal Scholarships	12	4	2	**-**	0.0%
Institutional High Ability	120	138	147	**164**	3.1%
Other Institutional Scholarships	9	13	27	**30**	0.6%
Private High Ability	211	248	263	**292**	5.5%
Other Private Scholarships	350	394	430	**426**	8.1%
Tuition waivers for emp./dependents	210	245	225	**252**	4.8%
Tuition waivers for senior cit./disabled	32	33	29	**22**	0.4%
Tuition waivers for students	246	291	241	**237**	4.5%
STUDENT EMPLOYMENT					
Federal College Work/Study	69	90	78	**98**	1.9%
Inst. Work-Study Student Employment	54	70	59	**76**	1.4%
Recipients for ALL Types of Aid[1]	3655	3850	3813	**4063**	77.0%
Total Dollar Amount of Aid*	**$22,136,367**	**$23,144,693**	**$23,430,442**	**$26,747,371**	

*** FTES for FY 01 = 5278.0**

[1] In FY 97, University System of MD's new format concerning the calculation of unduplicated number of recipients makes total lower than previous years.

[2] PLUS is a program whereby parents take out loans on behalf of the education of their children.

[3] Commission indicates Maryland Higher Education Commission through the State Scholarship Board.

[4] Improved computer programming has permitted more concise identification and allocation of grant sources beginning in FY 1996-97

*Source: HEGIS reports on financial aid awards, Form S-5 completed by SU's Financial Aid Office

o:\FB01-02\ug financial aid.xls

Table 2:

Salisbury University
Financial Aid Comparison Among Select Maryland Public Institutions
FY 2000

	Bowie State	Coppin State	Frostburg State	Salisbury	Towson	UMBC	UMCP	UMES	Morgan State	St. Mary's College
# FT undergraduates, Fall 1999[1]	2,214	2,245	3,976	4,708	11,536	6,983	21,845	2,328	4,841	1,419
Grants[2]	$ 3,218,654	$ 4,611,934	$ 2,936,195	$ 1,958,913	$ 6,172,840	$ 5,182,669	$ 15,683,422	$ 3,708,717	$ 9,502,372	$ 751,293
Grants awarded	1,695	2,631	2,097	1,185	3,463	3,006	9,007	2,077	4,465	378
Unduplicated #	1,128	1,778	1,337	879	2,574	2,150	5,881	1,382	3,153	234
Average award per FT undergrad	$ 1,454	$ 2,054	$ 738	$ 416	$ 535	$ 742	$ 718	$ 1,593	$ 1,963	$ 529
Ratio of unduplicated grants awarded per FT undergrads	0.51	0.79	0.34	0.19	0.22	0.31	0.27	0.59	0.65	0.16
Loans[2]	$ 6,037,399	$ 8,308,782	$ 12,034,712	$ 17,451,802	$ 39,377,070	$ 20,207,833	$ 65,826,936	$ 9,879,744	$ 22,330,578	$ 6,071,879
Loans awarded	1,506	1,825	3,123	3,743	8,100	4,224	13,808	2,079	5,843	1,318
Unduplicated #	1,445	1,717	2,351	2,703	6,167	3,569	10,633	1,742	4,924	888
Average award per FT undergrad	$ 2,727	$ 3,701	$ 3,027	$ 3,707	$ 3,413	$ 2,894	$ 3,013	$ 4,244	$ 4,613	$ 4,279
Ratio of unduplicated loans awarded per FT undergrads	0.65	0.76	0.59	0.57	0.53	0.51	0.49	0.75	1.02	0.63
Scholarships[2]	$ 1,962,463	$ 2,522,874	$ 4,072,262	$ 3,898,893	$ 16,007,510	$ 15,160,747	$ 36,050,112	$ 3,885,573	$ 11,392,897	$ 2,852,718
Scholarships awarded	1,253	1,562	2,524	2,685	7,510	4,645	13,295	1,551	3,610	1,373
Unduplicated #	1,037	1,304	1,913	2,153	5,215	3,703	10,339	1,303	2,520	793
Average award per FT undergrad	$ 886	$ 1,124	$ 1,024	$ 828	$ 1,388	$ 2,171	$ 1,650	$ 1,669	$ 2,353	$ 2,010
Ratio of unduplicated scholarships awarded per FT undergrads	0.47	0.58	0.48	0.46	0.45	0.53	0.47	0.56	0.52	0.56
Student Employment[2]	$ 232,614	$ 307,003	$ 756,166	$ 120,821	$ 300,518	$ 146,006	$ 997,297	$ 1,355,966	$ 2,458,732	$ 80,001
Student Employment awarded	158	148	1,070	137	229	258	1,430	705	1,157	109
Unduplicated #	158	148	972	78	229	129	753	704	924	109
Average award per FT undergrad	$ 105	$ 137	$ 190	$ 26	$ 26	$ 21	$ 46	$ 582	$ 508	$ 56
Ratio of unduplicated student employment awarded per FT undergrads	0.07	0.07	0.24	0.02	0.02	0.02	0.03	0.30	0.19	0.08
Total financial aid awarded[2]	$ 11,451,130	$ 15,750,593	$ 19,799,335	$ 23,430,429	$ 61,857,938	$ 40,697,255	$ 118,557,767	$ 18,830,000	$ 45,684,579	$ 9,755,891
Total financial aid awarded	4,612	6,166	8,814	7,750	19,302	12,133	37,540	6,412	15,075	3,178
Unduplicated #	2,069	2,537	3,288	3,813	8,789	6,012	16,530	2,847	5,304	1,086
Average award package per FT undergrad	$ 5,172	$ 7,016	$ 4,980	$ 4,977	$ 5,362	$ 5,828	$ 5,427	$ 8,088	$ 9,437	$ 6,875
Ratio of unduplicated grants awarded per FT undergrads	0.93	1.13	0.83	0.81	0.76	0.86	0.76	1.22	1.10	0.77

Percent of aid offered as grants	28%	29%	15%	8%	10%	13%	13%	20%	21%	8%
Percent of aid offered as loans	53%	53%	61%	74%	64%	50%	56%	52%	49%	62%
Percent of aid offered as scholarships	17%	16%	21%	17%	26%	37%	30%	21%	25%	29%
Percent of other forms of aid	3%	2%	4%	0%	0%	0%	1%	8%	5%	0%

Notes:

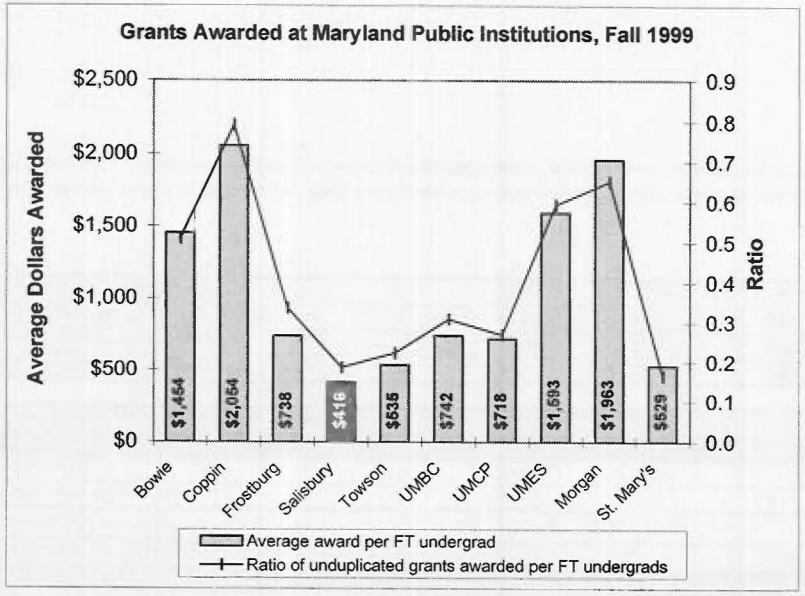
[1]Source for full time headcounts is the MHEC report "Trends in Enrollment by Race and Gender at Maryland Higher Education Institutions, March 2001.

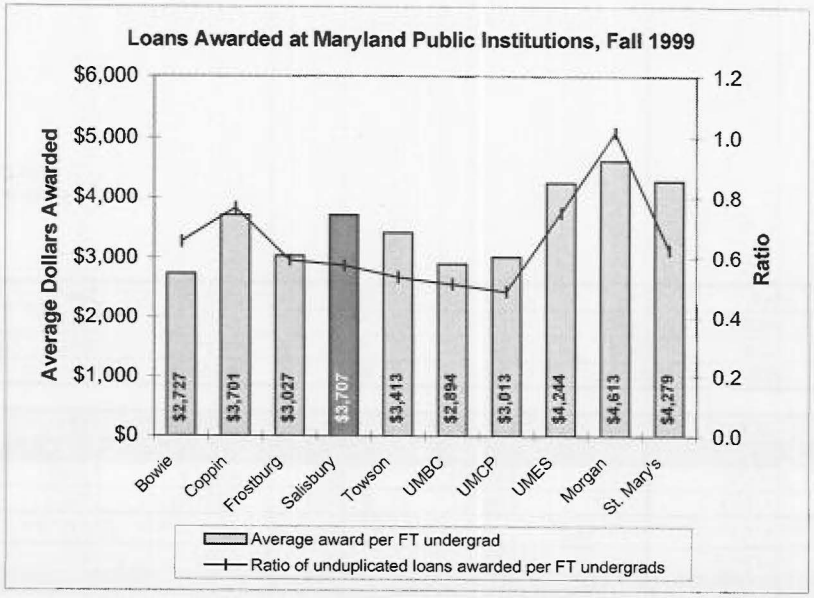
[2]Source for financial aid award dollar amounts and award headcounts is the MHEC report "Maryland Student Financial Support", October 2001

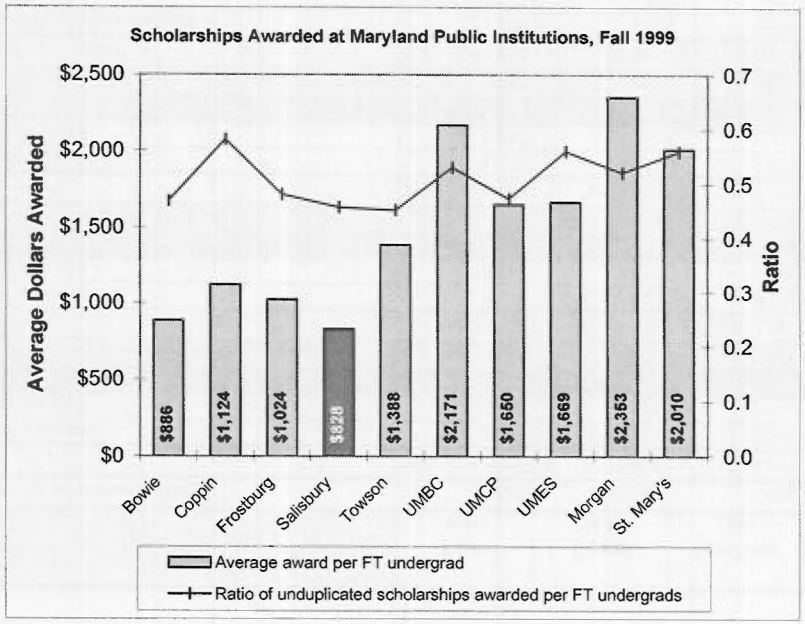
O:/Fact Book/New/
Financial Aid Analysis w Morgan & St M, 2001Table for Charts
Office of
Institutional Research,
Assessment, Accountability

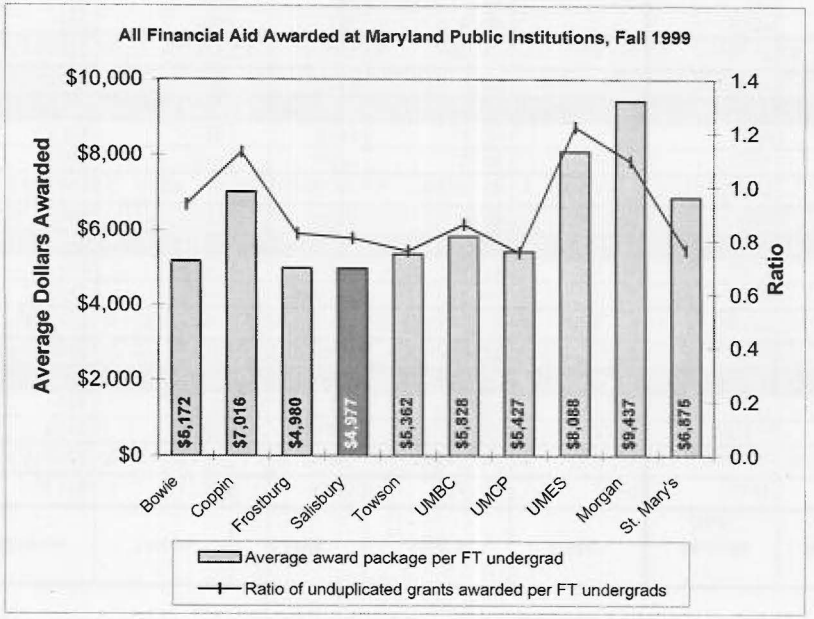
Figure 1:

Salisbury University
Select Financial Aid Comparisons Among Maryland Public Institutions
FY 2000



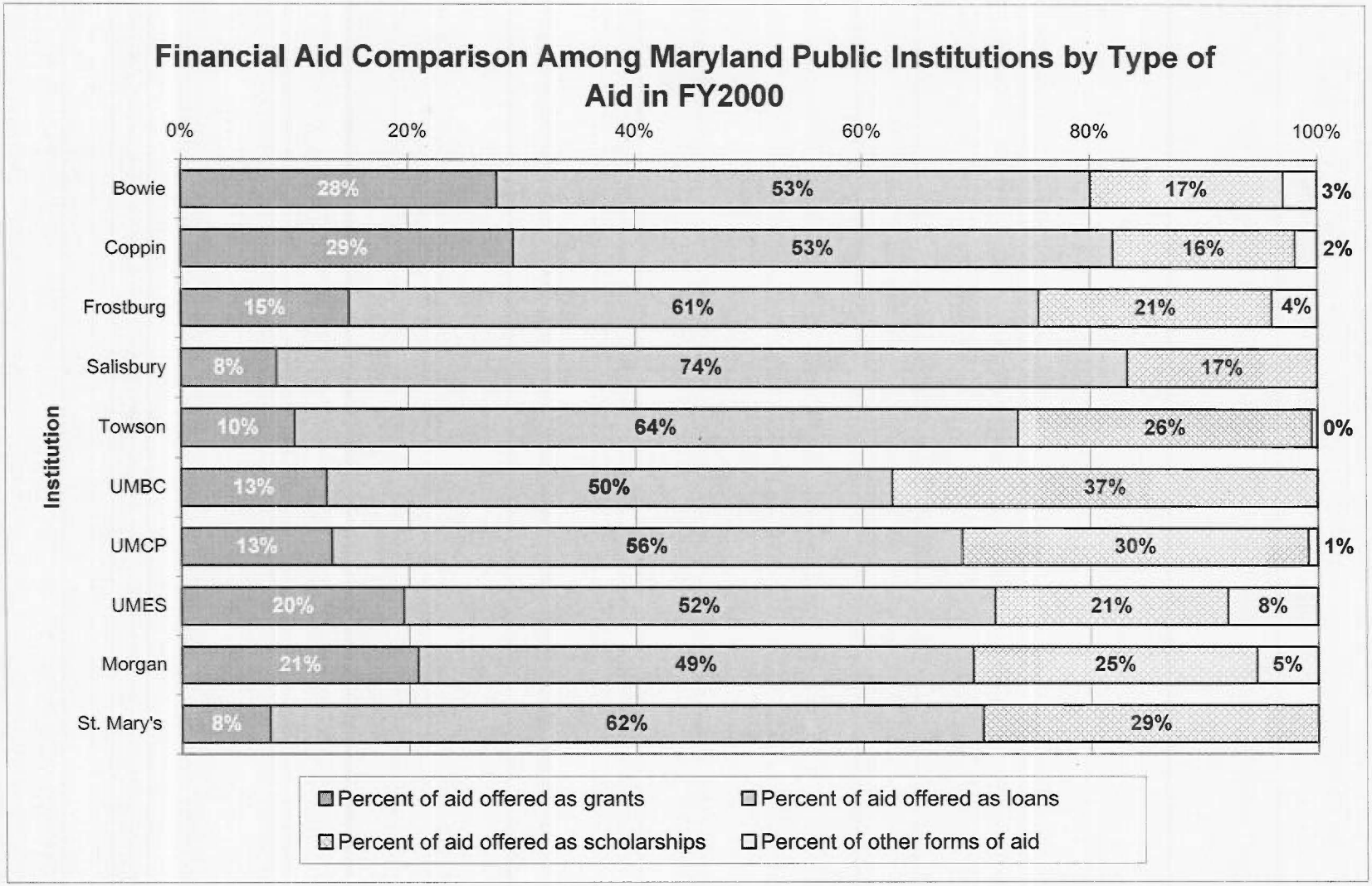






O:/fb00-01 ug reports/
Financial Aid Analysis w Morgan & St M, 2001
Aid by [illegible]art

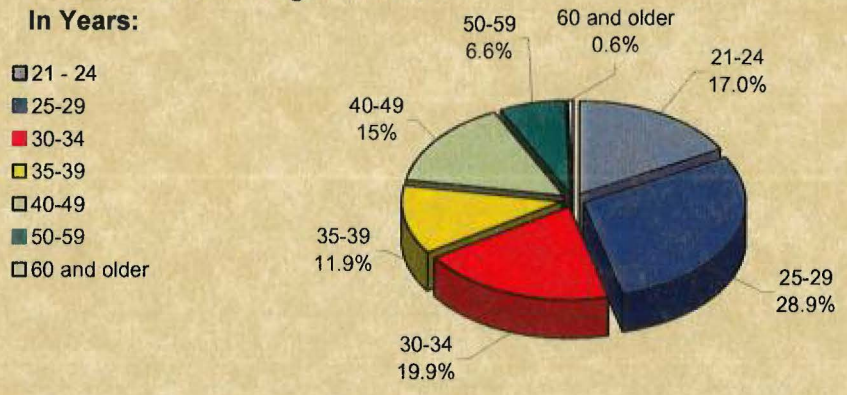
Figure 2:



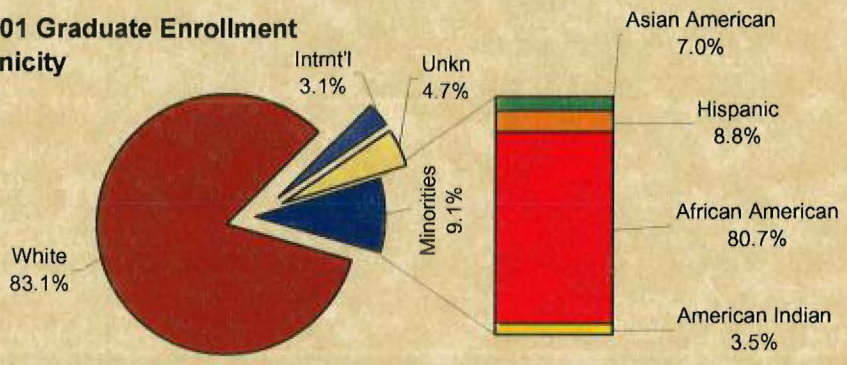
O:/fb00-01ug reports
Financial Aid Analysis w Morgan & St M, 2001
Percent of Aid Chart

Graduate Enrollment & Demographics

Fall 2001 Graduate Age Distribution In Years:



Fall 2001 Graduate Enrollment by Ethnicity



6-Yr Enrollment Trend: Graduate Programs

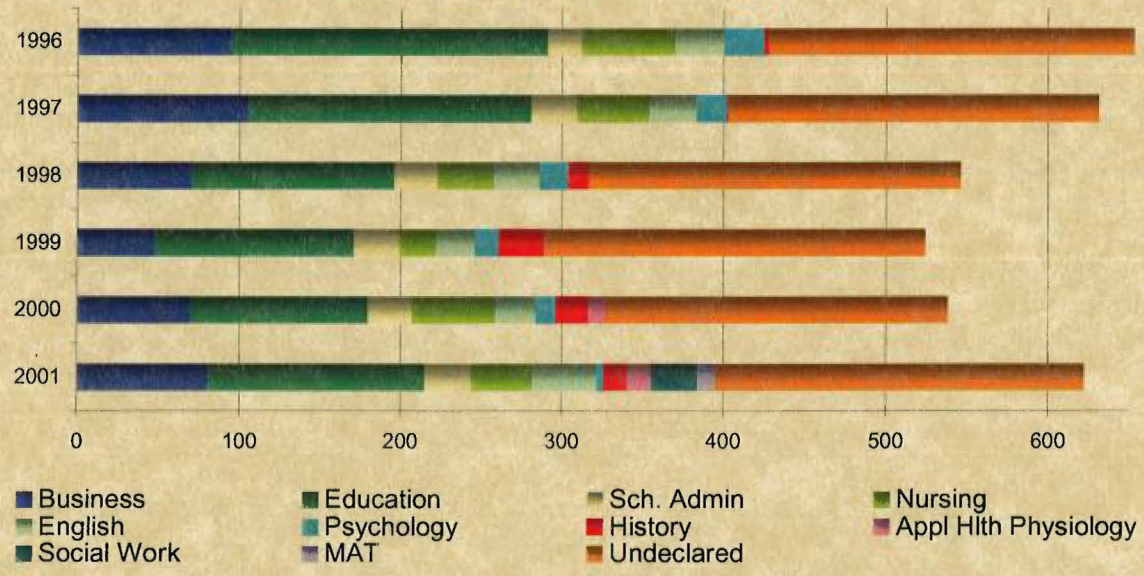


Table 1: *Total Graduate* **Enrollment: 1997-2001**

Fall Semesters	1997	1998	1999	2000	2001
Total Headcount	631	546	524	538	622
% Annual Growth	-3.4%	-13.5%	-4.0%	2.7%	15.6%
Total Men	192	148	153	165	174
% Men	30.4%	27.1%	29.2%	30.7%	28.0%
Total Women	439	398	371	373	448
% Women	69.6%	72.9%	70.8%	69.3%	72.0%
F.T.E.	233.3	194.9	190.6	204.3	249.3
% Annual Growth	-1.9%	-16.5%	-2.2%	7.2%	22.0%
Full-Time Students	118	81	83	110	118
Men	47	27	26	48	46
Women	71	54	57	62	72
% Full-Time	18.7%	14.8%	15.8%	20.4%	19.0%
Average Age			**31**	**28**	**28**
Part-Time Students	513	465	441	428	504
Men	145	121	127	117	128
Women	368	344	314	311	376
% Part-Time	81.3%	85.2%	84.2%	79.6%	81.0%
Average Age			**35**	**35**	**35**
Average Graduate Student Age			**35**	**34**	**34**

Figure 1: **Total Graduate FTE & Headcount Growth, Headcount Increase: 1997-2001**

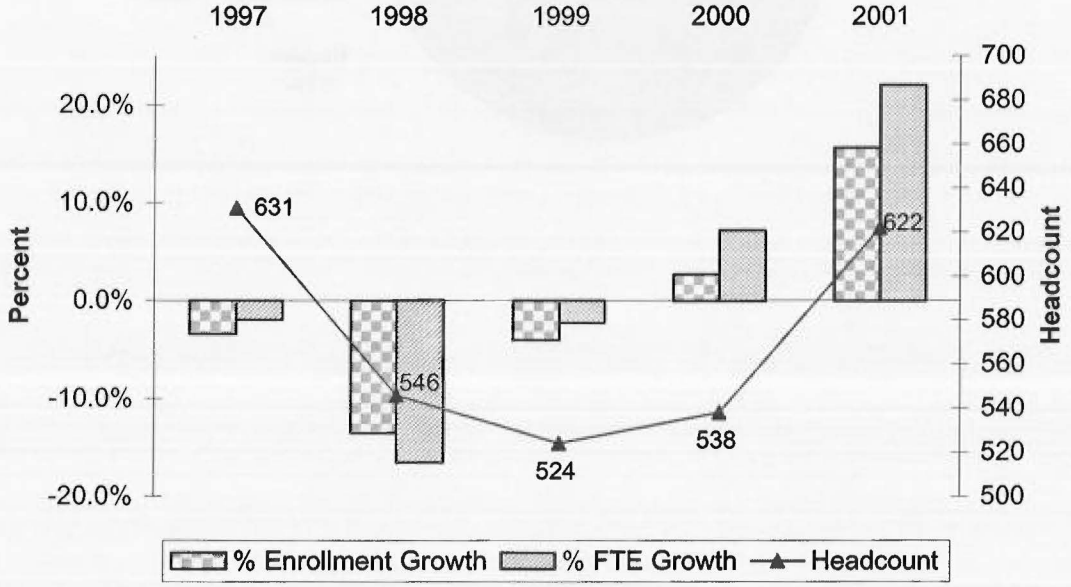


Table 1: **Total GRADUATE Enrollment by Race/Ethnicity, Sex, and Status: Fall 2001**

	Full-time		Part-Time		Total		Total	Percent
Ethnicity	Male	Female	Male	Female	Male	Female	Both Sexes	of Total[1]
African-American	-	3	11	32	11	35	46	7.8%
American Indian	-	-	-	2	-	2	2	0.3%
Asian/Pacific Islander	2	1	-	1	2	2	4	0.7%
Hispanic	1	1	-	3	1	4	5	0.8%
White	31	59	112	315	143	374	517	87.2%
International	10	4	-	5	10	9	19	3.2%
Subtotal	**44**	**68**	**123**	**358**	**167**	**426**	**593**	**100.0%**
Unknown	2	4	5	18	7	22	29	4.7%
TOTAL	**46**	**72**	**128**	**376**	**174**	**448**	**622**	

[1]Percentages reported above the subtotal line represent the race/ethnicity proportion of the known race/ethnicity population.

Figure 1: **Fall 2001 Graduate Enrollment by Known Race/Ethnicity**

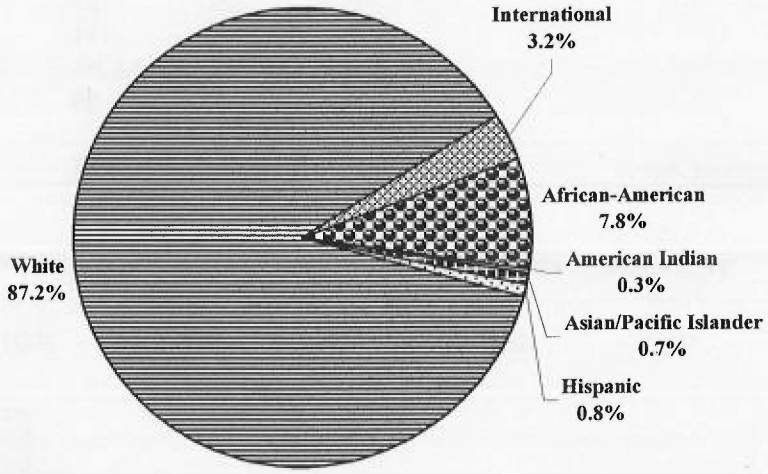


Table 2: ***Total Graduate*** **Demographics: 1997-2001**

Fall Semesters	1997	1998	1999	2000	2001
Total Headcount	**631**	**546**	**524**	**538**	**622**
African-American	40	39	38	38	**46**
American Indian	1	1	1	1	**2**
Asian/Pacific Islander	3	8	5	5	**4**
Hispanic	5	4	3	8	**5**
International	21	16	14	18	**19**
White	560	469	450	443	**517**
Unknown	1	9	13	25	**29**
% Known Minority	7.8%	9.5%	9.0%	9.7%	**9.2%**
% Minority + International	11.1%	12.5%	11.6%	13.0%	**12.2%**
% Unknown	0.2%	1.6%	2.5%	4.6%	**4.7%**

o:\fb0001 total grad\grad demographics

Figure 2: **Total Graduate Enrollment by Race/Ethnicity: Fall 2001**

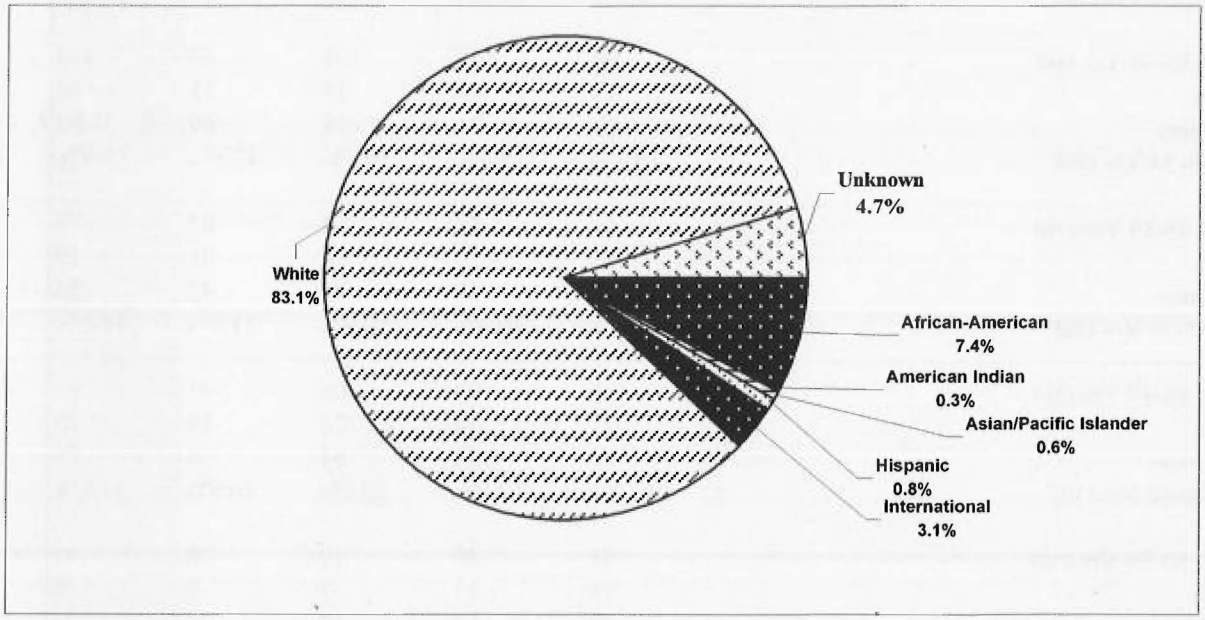


Table 3: *Total Graduate* Enrollments by Age and Sex: 1997-2001

Fall Semesters	1997	1998	1999	2000	2001
Total Headcount	**631**	**546**	**524**	**538**	**622**
Total 20 and Younger	-	-	-	-	-
Men	-	-	-	-	-
Women	-	-	-	-	-
% less than 20 years old	0.0%	0.0%	0.0%	0.0%	0.0%
Total 21-24 Yrs Old	92	79	74	93	106
Men	33	21	20	36	30
Women	59	58	54	57	76
% 20 - 24 yrs old	14.6%	14.5%	14.1%	17.3%	17.0%
Total 25-29 Yrs Old	242	181	162	167	180
Men	71	46	51	49	48
Women	171	135	111	118	132
% 25-29 Yrs Old	38.4%	33.2%	30.9%	31.0%	28.9%
Total 30-34 Yrs Old	96	100	103	93	124
Men	33	29	35	33	40
Women	63	71	68	60	84
% 30-34 Yrs Old	15.2%	18.3%	19.7%	17.3%	19.9%
Total 35-39 Yrs Old	51	56	57	63	74
Men	15	16	16	21	19
Women	36	40	41	42	55
% 35-39 Yrs Old	8.1%	10.3%	10.9%	11.7%	11.9%
Total 40-49 Yrs Old	115	98	106	91	93
Men	27	24	22	16	18
Women	88	74	84	75	75
% 40-49 Yrs Old	18.2%	17.9%	20.2%	16.9%	15.0%
Total 50-59 Yrs Old	35	30	19	28	41
Men	13	11	7	9	18
Women	22	19	12	19	23
% 50-59 Yrs Old	5.5%	5.5%	3.6%	5.2%	6.6%
Total 60 and Older	0	2	3	3	4
Men	0	1	2	1	1
Women	0	1	1	2	3
% 60 and Older	0.0%	0.4%	0.6%	0.6%	0.6%
Average Age [1]					
ALL STUDENTS	n/a	33.6	33.7	33.5	33.7
Men	n/a	33.9	33.4	32.3	33.7
Women	n/a	33.5	33.9	34.0	33.7

[1]Data not available for prior year.

Table 4:

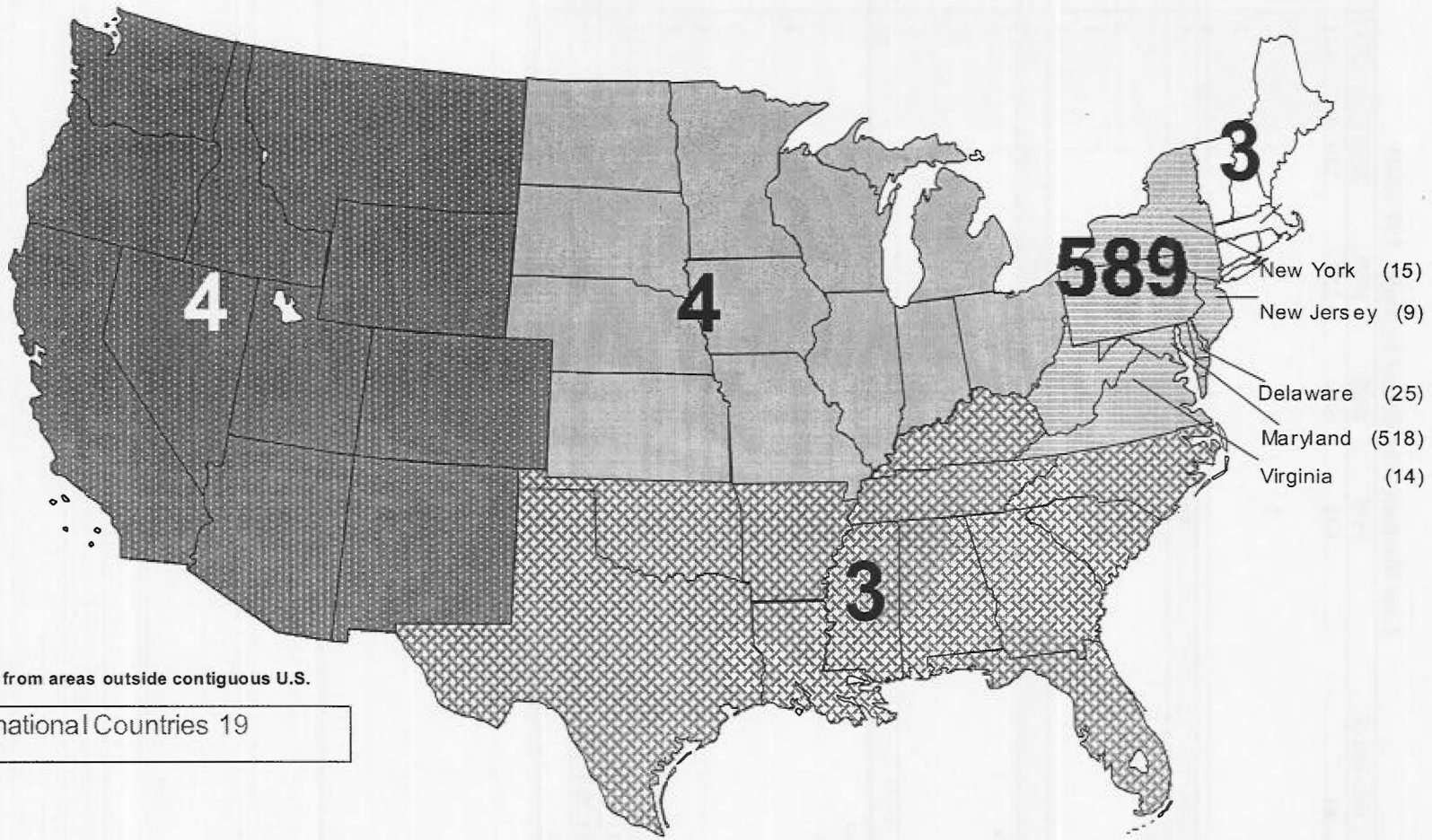
Total Graduate **Enrollment by State: 1997-2001**

Fall Semesters	1997	1998	1999	2000	2001	Top Feeder States
Total Headcount	**631**	**546**	**524**	**538**	**622**	
Alabama	1	-	-	-	-	
California	-	-	-	1	2	
Connecticut	-	-	1	1	1	
Delaware	**31**	**26**	**27**	**25**	**25**	**4.0%**
District of Columbia	1	-	-	-	-	
Florida	2	2	1	1	2	
Idaho	-	-	-	2	1	
Kentucky	-	-	-	1	1	
Maryland	**506**	**453**	**429**	**421**	**518**	**83.3%**
Massachusetts	-	-	1	2	1	
Michigan	-	-	1	1	-	
New Jersey	9	2	4	7	9	
New Mexico	1	1	-	-	-	
New York	**13**	**12**	**11**	**17**	**15**	**2.4%**
North Carolina	4	2	4	1	-	
North Dakota	-	1	1	5	3	
Ohio	1	2	2	1	1	
Oregon	1	-	-	-	-	
Pennsylvania	11	9	10	6	7	
Utah	-	-	-	1	1	
Vermont	-	-	-	1	1	
Virginia	**26**	**16**	**15**	**22**	**14**	**2.3%**
West Virginia	2	3	1	2	1	
International Countries	**21**	**16**	**14**	**18**	**19**	**3.1%**
Other Foreign	1	1	2	2	-	

Figure 3:

FALL 2001
Graduate Enrollment (622)
Residency by Region

Top five states of residence highlighted. State totals are included in respective regional totals.



Enrollments from areas outside contiguous U.S.

International Countries 19

O:/Factbook/Maps/2001-02/usmap01grad

Table 5: Total GRADUATE Enrollment by County of Residence: 1997-2001

Fall Semesters	1997	1998	1999	2000	2001
Total Headcount	**631**	**546**	**524**	**538**	**622**
Allegany	-	-	1	2	1
Anne Arundel	15	13	13	10	9
Baltimore	7	4	9	14	13
Baltimore City	2	1	1	1	1
Calvert	2	2	2	1	-
Caroline	28	28	28	31	33
Carroll	6	7	3	2	4
Cecil	5	5	3	4	5
Charles	1	-	1	3	2
Dorchester	42	35	35	38	34
Frederick	4	3	2	3	6
Garrett	-	-	-	-	-
Harford	4	3	1	3	2
Howard	4	-	-	-	1
Kent	4	3	2	2	3
Montgomery	13	11	11	6	6
Prince George's	8	11	12	5	6
Queen Anne's	16	14	19	13	16
St. Mary's	1	-	-	2	-
Somerset	16	20	22	22	36
Talbot	30	29	31	25	30
Washington	2	1	-	1	3
Wicomico	207	184	157	164	216
Worcester	89	79	76	69	91
Unknown	-	-	-	-	-
Total for MD	**506**	**453**	**429**	**421**	**518**
Out-of-State	103	76	79	97	85
International	22	17	16	20	19
Other Foreign	-	-	-	-	-

Primary Counties & Percentages	
Wicomico	34.7%
Worcester	14.6%
Somerset	5.8%
Dorchester	5.5%
Caroline	5.3%
Talbot	4.8%
Queen Anne's	2.6%
Baltimore	2.1%

Region	% of Total
Eastern Shore	**74.6%**
Western Shore	**8.7%**
Out-of-State	**13.7%**
International	**3.1%**

Table 6: **Graduate Enrollment by Program, Race, and Status: Fall 2001**

Program	African-American		American Indian		Asian/ Pacific Islander		Hispanic		White		International		Unknown		All Students		TOTAL
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
Applied Health Physiology	-	-	-	-	1	-	1	-	7	3	1	-	1	-	11	3	14
Business	1	4	-	-	1	-	1	-	19	38	8	3	1	5	31	50	81
Education	-	10	-	-	1	-	-	-	12	106	-	-	-	5	13	121	134
Education, MA in Teaching	-	-	-	-	-	-	-	-	10	1	-	-	-	-	10	1	11
Education, School Administration	-	1	-	-	-	-	-	-	-	26	1	-	-	1	1	28	29
English	-	2	-	-	-	-	-	1	11	21	-	1	2	2	13	27	40
History	-	1	-	-	-	-	-	-	3	10	-	-	-	1	3	12	15
Nursing	1	1	-	-	-	-	-	-	12	20	-	1	2	1	15	23	38
Psychology	-	-	-	-	-	-	-	-	1	3	-	-	-	-	1	3	4
Social Work	-	4	-	-	-	-	-	-	5	20	-	-	-	-	5	24	29
Non-degree seeking	1	20	-	2	-	1	-	2	10	179	4	-	-	8	15	212	227
Total	**3**	**43**	**-**	**2**	**3**	**1**	**2**	**3**	**90**	**427**	**14**	**5**	**6**	**23**	**118**	**504**	**622**

Figure 4:

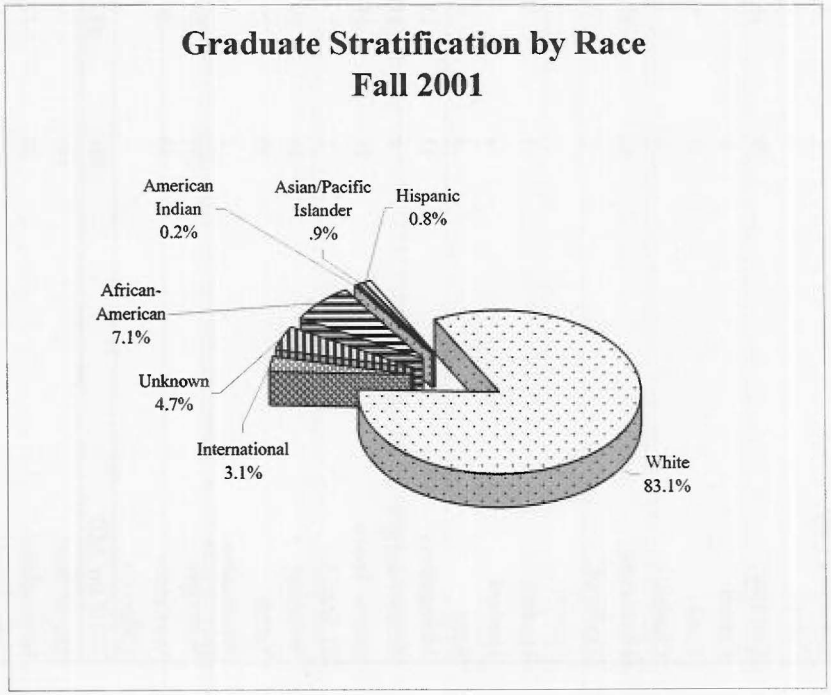


Table 7: Graduate Student Credit Hours by Department: Fall Enrollment 1997-2001

Department	1997	1998	1999	2000	2001	Majors
Accounting	-	48	96	96	111	
Applied Health Physiology	-	-	-	87	117	
Art	-	3	-	2	-	
Biology	19	4	18	40	72	
Business Administration	579	315	216	309	405	13.5%
Chemistry	-	-	-	-	-	
Communication Arts	-	-	-	3	-	
Economics	-	69	51	78	45	
Education, Administration	-	-	-	198	207	6.9%
Master of Arts in Teaching	-	-	-	78	147	
Education, Elementary	12	69	66	-	-	
Education, General	1,365	1,065	1,077	882	936	31.3%
Education, Secondary	3	21	18	-	-	
English	279	210	244	246	267	8.9%
French	3	3	-	-	3	
General Studies	21	50	12	3	-	
Geography	-	3	3	-	-	
History	48	117	150	138	93	
Mathematics	48	21	6	12	63	
Music	6	-	-	-	-	
Music-Applied	5	-	-	4	12	
Nursing	201	152	168	165	145	4.8%
Philosophy	-	-	-	3	-	
Physical Education	6	6	6	6	9	
Psychology	189	180	147	96	24	
Social Work	15	3	9	6	333	11.1%
Spanish	-	-	-	-	3	
TOTALS	**2,799**	**2,339**	**2,287**	**2,452**	**2,992**	
Total FTES	**233**	**195**	**191**	**204**	**249**	

Source: MINC Faculty Credit Hours and Course Load by Discipline/Instructor, Job No. NMIS150, Program No. MISN210. For FTES, divide by 12 for graduate.

SCH
Grad SCH by Dept.

Table 8: Enrollment in Graduate Degree Programs (Full and Part-Time) by School, and Discipline: Fall 1997 to Fall 2001

School and Degree Program	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Fulton School of Liberal Arts					
English	29	28	24	25	40
History	1	13	28	21	15
Psychology	19	18	15	12	4
Total	**49**	**59**	**67**	**58**	**59**
Henson School of Science					
Nursing	45	35	23	52	38
Perdue School of Business					
Business Administration	106	71	48	70	81
Seidel School of Education					
Applied Health Physiology	-	-	-	10	14
Education	175	114	113	96	134
Education, MA in Teaching[1]	n/a	11	10	14	11
Education, School Administration	28	27	28	27	29
Social Work[2]	-	-	-	-	29
Total	**203**	**152**	**151**	**147**	**217**
Non-Degree Seeking	228	229	235	211	227
TOTAL	**631**	**546**	**524**	**538**	**622**

[1] Beginning in Fall 2001, degree-seeking students pursuing a masters in education will be further differentiated between MEd and MAT. Historical data is not available for years prior to Fall 1998. MEd and MAT students are combined on the 'Education' line for 1997.

[2] Masters in Social Work began Fall 2001.

Table 11: *Graduate Non-Degree Enrollment: 1997-2001*

Fall Semesters	1997	1998	1999	2000	2001
Total Headcount	237	234	239	216	234
% Annual Growth	0.4%	-1.3%	2.1%	-7.7%	8.3%
Total Men	72	57	67	58	61
% Men	30.4%	24.4%	28.0%	26.9%	26.1%
Total Women	165	177	172	158	173
% Women	69.6%	75.6%	72.0%	73.1%	73.9%
F.T.E.[1]	90.1	86.5	92.4	74.2	74.2
F.T.E. % Annual Growth	-3.4%	-4.0%	6.8%	-19.7%	0.0%
Full Time Students	34	31	33	21	17
Men	19	11	14	16	7
Women	15	20	19	5	10
% Full Time	14.3%	13.2%	13.8%	9.7%	7.3%
Part Time Students	203	203	206	195	217
Men	53	46	53	42	54
Women	150	157	153	153	163
% Part Time	85.7%	86.8%	86.2%	90.3%	92.7%

[1]Source: Enrollment Summary Statistics, NMIS350

Figure 7:

Total Graduate Non-Degree FTE & Headcount Growth: 1997-2001

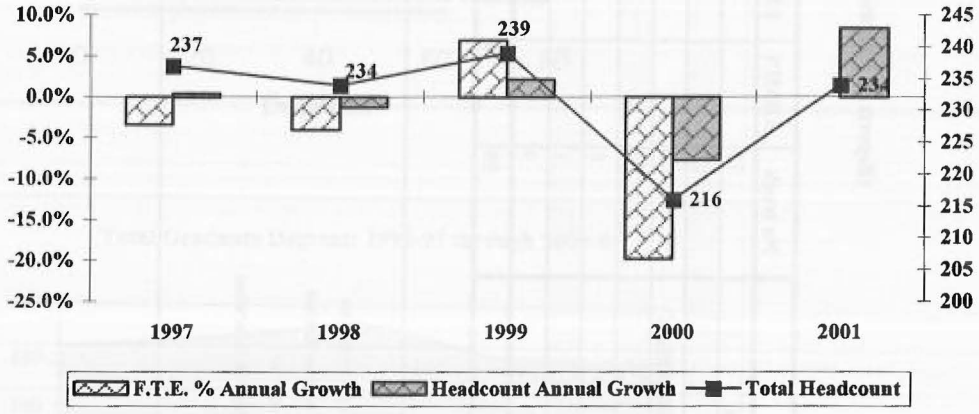


Table 12:

***Graduate Grade Distribution*: 1996-2000**

Grade	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
A	69%	68%	73%	68%	70%
B	25%	21%	20%	22%	22%
C	2%	3%	1%	2%	3%
D	-	-	-	-	-
F	0%	1%	0%	1%	0%
PS (Pass)	-	-	-	-	-
S (Pass)*	-	-	-	-	-
W (Withdrawal)	1%	1%	2%	1%	1%

o:\fb2001-2002graduategrades.xls

Source: Grade Distribution by Discipline Job NMIS100.

Figure 8:

Graduate Grade Distribution: Fall 2000

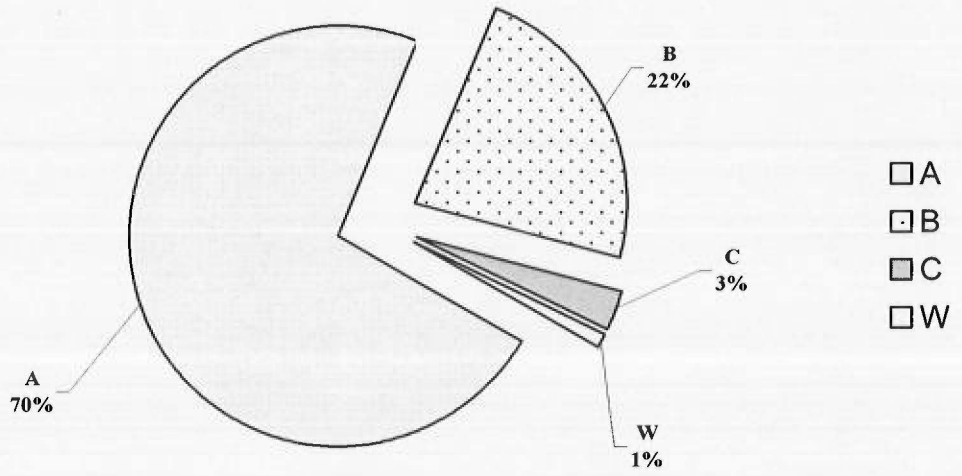


Table 13:

Graduate Financial Aid Awards Summary
Fiscal Year 1997-98 to 2000-01

Type	FY 1997-98	FY 1998-99	FY 1999-00	FY 2000-01	% of Total Graduate FTES*
GRANTS/SCHOLARSHIPS/FELLOWSHIPS					
Federal Sources	12	7	7	8	3.9%
Other Race/Desegregation Grants	5	4	-	3	1.5%
State Scholarships from Commission	9	6	10	17	8.3%
Tuition Waivers for Students	9	7	8	10	4.9%
Tuition Waivers for emp./dependents	51	70	60	54	26.4%
Tuition Waivers for Senior Cit./Disabled	2	2	5	2	1.0%
Institutional Sources	-	-	23	24	11.7%
Private Sources	4	4	4	7	3.4%
LOANS					
Federal Stafford Loans[2]	77	59	68	82	40.1%
Federal PLUS Loans[3]	-	-	-	-	-
Federal SLS & all other Federal[4]	-	-	-	-	-
Private Sources	-	-	-	-	-
STUDENT EMPLOYMENT					-
Student Assistantships	39	36	40	33	16.1%
Tuition Waivers to Graduate Assistants	43	34	42	44	21.5%
Total Unduplicated Number of Recipients for ALL Types of Aid[1]	170	174	207	217	
			*Total Graduate FTES for Fall 2001 = 204.4		
Total Dollar Amount of Aid*	$944,356	$769,451	$916,329	$1,134,713	

[1] In FY 97, the University System of MD's new format concerning the calculation of unduplicated number of recipients makes total amount lower than previous years.

[2]Guaranteed student loans.

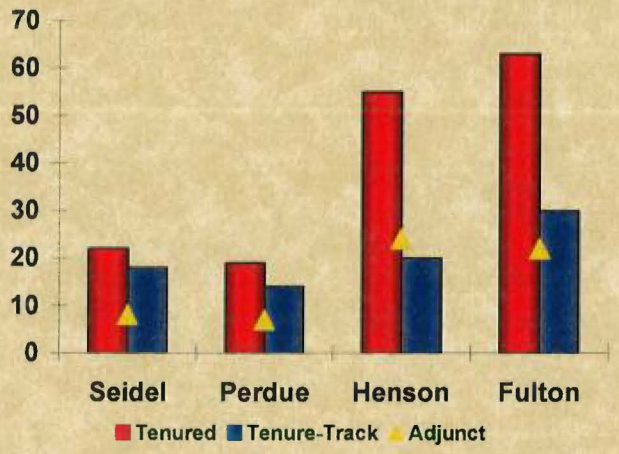
[3]PLUS is a program whereby parents take out loans on behalf of the education of their children.

[4]SLS is Supplemental Loans to Students

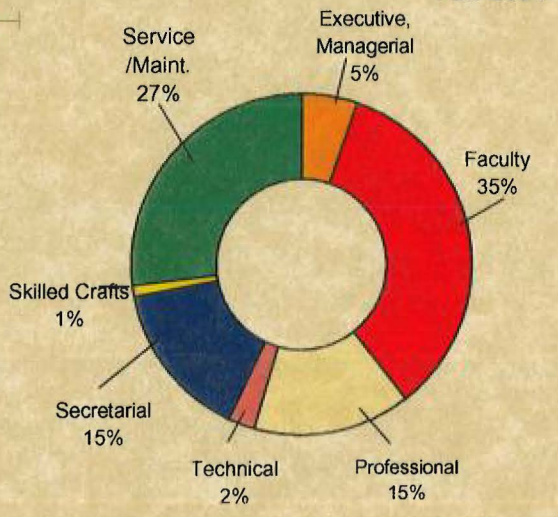
*Source: HEGIS reports on financial aid awards, Form S-5 completed by SU's Financial Aid Office

Faculty and Staff

Faculty Type by School: Fall 2001



All Employees by Category, Fall 2001



Full-Time Faculty by Rank & Sex: Fall 2001

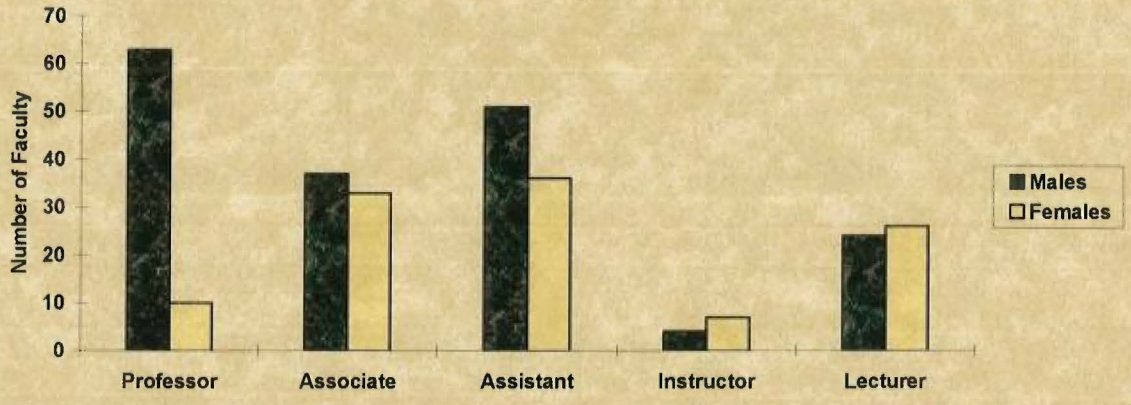


Table 1: **Summary of Faculty Characteristics**

Includes Full-Time Contractual Faculty, **Fall 1997 - Fall 2001**

Characteristic	1997		1998		1999		2000		2001	
	#	%	#	%	#	%	#	%	#	%
HEADCOUNT										
Tenured or Tenure-Track	**207**	81.5%	**212**	80.6%	**215**	82.4%	**227.5**	82.7%	**241**	82.8%
Full-Time Contractual	**47**	18.5%	**51**	19.4%	**46**	17.6%	**47.5**	17.3%	**50**	17.2%
Total	**254**	**100.0%**	**263**	**100.0%**	**261**	**100.0%**	**275**	**100.0%**	**291**	**100.0%**
SCHOOL										
Fulton School of Liberal Arts	**96**	37.8%	**97**	36.9%	**96**	36.8%	**104**	37.8%	**113**	38.8%
Henson School of Science & Technology	**87**	34.3%	**92**	35.0%	**91**	34.9%	**94**	34.2%	**98**	33.7%
Perdue School of Business	**33**	13.0%	**36**	13.7%	**34**	13.0%	**37**	13.5%	**37**	12.7%
Seidel School of Education & Professional Studies	**38**	15.0%	**38**	14.4%	**40**	15.3%	**40**	14.5%	**43**	14.8%
Total	**254**	**100.0%**	**263**	**100.0%**	**261**	**100.0%**	**275**	**100.0%**	**291**	**100.0%**
RACE/ETHNICITY										
African-American	**12**	4.7%	**10**	3.8%	**8**	3.1%	**10**	3.6%	**13**	4.5%
White	**235**	92.5%	**243**	92.4%	**243**	93.1%	**256**	93.1%	**266**	91.4%
Other	**7**	2.8%	**10**	3.8%	**10**	3.8%	**9**	3.3%	**12**	4.1%
Total	**254**	**100.0%**	**263**	**100.0%**	**261**	**100.0%**	**275**	**100.0%**	**291**	**100.0%**
SEX										
Male	**155**	61.0%	**164**	62.4%	**164**	62.8%	**174**	63.3%	**179**	61.5%
Female	**99**	39.0%	**99**	37.6%	**97**	37.2%	**101**	36.7%	**112**	38.5%
Total	**254**	**100.0%**	**263**	**100.0%**	**261**	**100.0%**	**275**	**100.0%**	**291**	**100.0%**
HIGHEST DEGREE										
Doctorate	**183**	72.0%	**181**	68.8%	**191**	73.2%	**204.5**	74.4%	**218.0**	74.9%
Masters	**56**	22.0%	**66**	25.1%	**54**	20.7%	**50.5**	18.4%	**54.0**	18.6%
Bachelors	**5**	2.0%	**7**	2.7%	**8**	3.1%	**10**	3.6%	**10**	3.4%
Terminal[1]	**10**	3.9%	**9**	3.4%	**8**	3.1%	**10**	3.6%	**9**	3.1%
Total	**254**	**100.0%**	**263**	**100.0%**	**261**	**100.0%**	**275**	**100.0%**	**291**	**100.0%**
RANK										
Professor	**56**	27.1%	**60**	28.3%	**67**	31.2%	**71**	31.2%	**73**	30.3%
Associate Professor	**66**	31.9%	**65**	30.7%	**66**	30.7%	**66**	29.0%	**70**	29.0%
Assistant Professor	**75**	36.2%	**79**	37.3%	**76**	35.3%	**82**	36.0%	**87**	36.1%
Instructor	**10**	4.8%	**8**	3.8%	**6**	2.8%	**8.5**	3.7%	**11**	4.6%
Total Ranked	**207**	**100.0%**	**212**	**100.0%**	**215**	**100.0%**	**227.5**	**100.0%**	**241**	**100.0%**
Lecturer/Unranked [2]	**47**		**51**		**46**		**47.5**		**50**	
TOTAL FACULTY	**254**		**263**		**261**		**275**		**291**	
TENURED BY RANK										
Professor	**54**	96.4%	**59**	98.3%	**66**	98.5%	**70**	98.6%	**72**	98.6%
Associate Professor	**63**	95.5%	**63**	96.9%	**64**	97.0%	**61**	92.4%	**65**	92.9%
Assistant Professor	**31**	41.3%	**31**	39.2%	**25**	32.9%	**21**	25.6%	**19**	21.8%
Instructor	**3**	30.0%	**3**	37.5%	**1**	16.7%	**1**	11.8%	**1**	9.1%
Total Tenured	**151**	**72.9%**	**156**	**73.6%**	**156**	**72.6%**	**153**	**67.3%**	**157**	**65.1%**
Tenure-Track	**56**	27.1%	**56**	26.4%	**59**	27.4%	**74.5**	32.7%	**84**	34.9%
Total Tenure/Tenure-Track	**207**	**100.0%**	**212**	**100.0%**	**215**	**100.0%**	**227.5**	**100.0%**	**241**	**100.0%**
Lecturer/Unranked [2]	**47**		**51**		**46**		**47.5**		**50**	
TOTAL FACULTY	**254**		**263**		**261**		**275**		**291**	

o:\Fb01-02faculty\fac chacteristics

[1]MFA in Art and Communication Arts, MSW in Social Work, and Masters in Respiratory Therapy and Medical Technology are considered to be terminal in their

[2]Full-Time Contractual Faculty

Table 2: **Faculty Tenure Status* by Rank, Department, and School, 2001 - 2002**

School & Department	Number of Faculty with Tenure					Number of Tenure-Track Faculty						
	Prof.	Assoc.	Asst.	Instr.	SUB-TOTAL	Prof.	Asso.	Asst.	Instr.	SUB-TOTAL	Total	% Tenured
Fulton School of Liberal Arts												
Art	1	3	2	-	6	-	-	-	-	-	6	100%
Communication Arts	2	6	-	1	1	-	-	4	-	4	5	180%
English	11	4	-	-	15	1	1	3	-	4	19	79%
History	5	1	2	-	8	-	-	7	-	7	15	53%
Modern Language	2	1	-	-	3	-	-	1	1	2	5	60%
Music	1	3	-	-	4	-	-	2	-	9	13	31%
Philosophy	2	2	-	-	4	-	-	1	-	1	5	80%
Political Science	2	1	-	-	3	-	-	2	-	2	5	60%
Psychology	5	2	2	-	9	-	-	3	-	3	12	75%
Sociology	-	1	1	-	2	-	-	4	-	4	6	33%
Subtotal	**31**	**24**	**7**	**1**	**63**	**1**	**1**	**27**	**1**	**30**	**93**	**68%**
Henson School of Science & Technology												
Biology	4	7	-	-	11	-	-	6	-	6	17	65%
Chemistry	4	1	-	-	5	-	-	3	-	3	8	63%
Geography	3	3	-	-	6	-	-	2	-	2	8	75%
Math/Computer Science	6	5	1	-	12	-	-	4	-	4	16	75%
Med Tech/Resp Therapy	-	4	1	-	5	-	-	1	-	1	6	83%
Nursing	3	4	5	-	12	-	-	2	1	3	15	80%
Physics	3	1	-	-	4	-	-	1	-	1	5	80%
Subtotal	**23**	**25**	**7**	**-**	**55**	**-**	**-**	**19**	**1**	**20**	**75**	**73%**
Perdue School of Business												
Accounting & Legal Studie	5	-	1	-	6	-	-	3	-	3	9	67%
Economics & Finance	2	1	-	-	3	-	-	5	-	5	8	38%
Marketing & Management	5	2	-	-	7	-	1	1	1	3	10	70%
Info Systems Mngmt	1	1	1	-	3	-	-	1	2	3	6	50%
Subtotal	**13**	**4**	**2**	**-**	**19**	**-**	**1**	**10**	**3**	**14**	**33**	**58%**
Seidel School of Education & Professional Studies												
Education	3	8	1	-	12	-	-	8	2	10	22	55%
Physical Education	1	4	2	-	7	-	-	2	1	3	10	70%
Social Work	1	2	-	-	3	-	1	2	2	5	8	38%
Subtotal	**5**	**14**	**3**	**-**	**22**	**-**	**1**	**12**	**5**	**18**	**40**	**55%**
Total	**72**	**67**	**19**	**1**	**159**	**1**	**3**	**68**	**10**	**82**	**241**	**66%**

*Excludes the 50 full-time contractual faculty. If included, the "% tenured" for all full-time faculty would be 55% (159 out of 291)
o:\FB01-02faculty\factenure

Table 3: **Full-Time[1] Faculty by Race, Sex, School, and Department, Fall 2001**

School & Department	African-American			American Indian			Asian American			Hispanic			White			Total		
	Male	Female	Subtotal	Male	Female	Subtotal	Male	Female	Subtotal	Male	Female	Subtotal	Male	Female	Subtotal	Male	Female	Total
Fulton School of Liberal Arts																		
Art**	-	-	-	-	-	-	-	-	-	-	-	-	7	4	11	7	4	11
Communication Arts*	1	-	1	-	-	-	-	-	-	1	-	1	10	4	14	12	4	16
English*	1	1	2	-	-	-	-	1	1	-	-	-	13	6	19	14	8	22
History	-	1	1	-	-	-	-	-	-	-	-	-	15	6	21	15	7	22
Modern Language	-	-	-	-	-	-	-	-	-	-	1	1	3	3	6	3	4	7
Music**	-	-	-	-	-	-	-	-	-	-	-	-	4	2	6	4	2	6
Philosophy	-	-	-	-	-	-	1	-	1	-	-	-	3	1	4	4	1	5
Political Science**	-	-	-	-	-	-	-	-	-	-	-	-	4	1	5	4	1	5
Psychology	-	1	1	-	-	-	-	-	-	-	-	-	6	6	12	6	7	13
Sociology**	-	-	-	-	-	-	-	-	-	-	-	-	4	2	6	4	2	6
Subtotal	**2**	**3**	**5**	-	-	-	**1**	**1**	**2**	**1**	**1**	**2**	**69**	**35**	**104**	**73**	**40**	**113**
Henson School of Science & Technology																		
Biology	1	-	1	-	-	-	-	-	-	-	-	-	12	10	22	13	10	23
Chemistry	1	-	1	-	-	-	-	-	-	-	-	-	7	4	11	8	4	12
Geography	-	-	-	-	-	-	-	1	1	-	-	-	8	-	8	8	1	9
Math/Computer Science**	-	-	-	-	-	-	-	-	-	-	-	-	18	3	21	18	3	21
Med Tech/Resp Therapy**	-	-	-	-	-	-	-	-	-	-	-	-	3	5	8	3	5	8
Nursing**	-	-	-	-	-	-	-	-	-	-	-	-	1	16	17	1	16	17
Physics	-	-	-	-	-	-	1	-	1	-	-	-	6	1	7	7	1	8
Subtotal	**2**	-	**2**	-	-	-	**1**	**1**	**2**	-	-	-	**55**	**39**	**94**	**58**	**40**	**98**
Perdue School of Business																		
Accounting & Legal Studies**	-	-	-	-	-	-	-	-	-	-	-	-	8	1	9	8	1	9
Economics & Finance	-	-	-	-	-	-	2	-	2	-	-	-	5	1	6	7	1	8
Mkting/Management	1	-	1	-	-	-	-	-	-	-	-	-	8	3	11	9	3	12
Info Systems Mngmt*	-	-	-	-	-	-	3	1	4	-	-	-	2	2	4	5	3	8
Subtotal	**1**	-	**1**	-	-	-	**5**	**1**	**6**	-	-	-	**23**	**7**	**30**	**29**	**8**	**37**
Seidel School of Education & Professional Studies																		
Education*	1	2	3	-	-	-	-	-	-	-	-	-	9	12	21	10	14	24
Physical Education	1	-	1	-	-	-	-	-	-	-	-	-	5	4	9	6	4	10
Social Work	-	1	1	-	-	-	-	-	-	-	-	-	3	5	8	3	6	9
Subtotal	**2**	**3**	**5**	-	-	-	-	-	-	-	-	-	**17**	**21**	**38**	**19**	**24**	**43**
TOTAL	**7**	**6**	**13**	-	-	-	**7**	**3**	**10**	**1**	**1**	**2**	**164**	**102**	**266**	**179**	**112**	**291**

o:\FB0102 faculty\FAC BY SEX RACE SCHOOL AND DEPT

[1]Includes -- full-time contractuals

*Departments with largest percentage of ethnic minority F/T faculty: ISMN, English, Communication Arts, & Education

**Departments without any racial minority F/T faculty: Art, Music, Political Science, Sociology, Math/Computer Science, Med Tech/Resp. Therapy, Nursing, & Accounting

Table 4: Full-Time Faculty by Rank, Sex, & School, Fall 2001

School & Gender	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer (Contractual)	Total	Percentage of School
Fulton School of Liberal Arts							
Male	27	15	21	1	9	73	64.6%
Female	5	10	13	1	11	40	35.4%
Subtotal	**32**	**25**	**34**	**2**	**20**	**113**	**100.0%**
Henson School of Science & Technology							
Male	19	13	14	1	11	58	59.2%
Female	4	12	12	-	12	40	40.8%
Subtotal	**23**	**25**	**26**	**1**	**23**	**98**	**100.0%**
Perdue School of Business							
Male	12	4	8	2	3	29	78.4%
Female	1	1	4	1	1	8	21.6%
Subtotal	**13**	**5**	**12**	**3**	**4**	**37**	**100.0%**
Seidel School of Education & Professional Studies							
Male	5	5	8	-	1	19	44.2%
Female	-	10	7	5	2	24	55.8%
Subtotal	**5**	**15**	**15**	**5**	**3**	**43**	**100.0%**
GRAND TOTAL							
MALE	**63**	**37**	**51**	**4.0**	**24.0**	**179**	**61.5%**
FEMALE	**10**	**33**	**36**	**7**	**26**	**112**	**38.5%**
TOTAL	**73**	**70**	**87**	**11**	**50**	**291**	**100.0%**

Figure 1: Average Years of Faculty Service and Age by Rank, Fall 2001

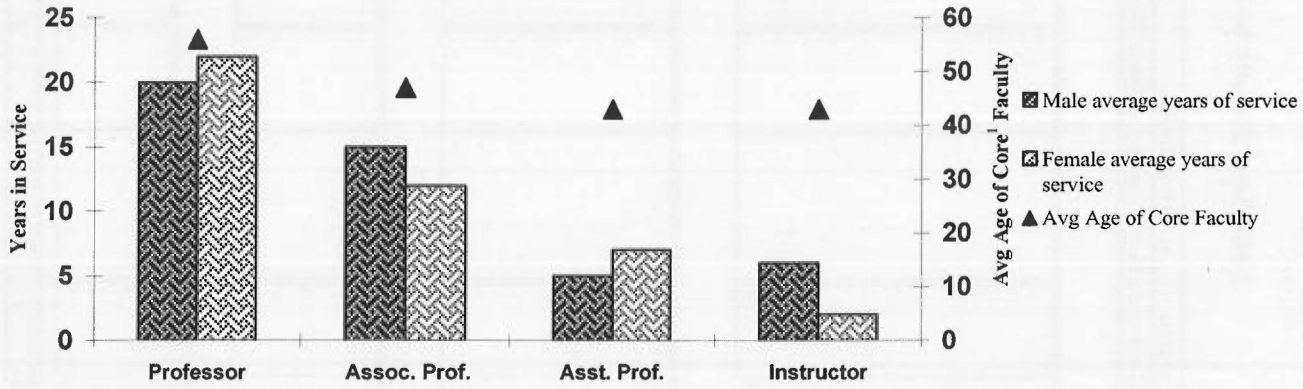


Table 5: Average Years of Service and Age of Core[1] Faculty by Rank[2]

(Up to and including Fall 2001 semester)

	Professor	Assoc. Prof.	Asst. Prof.	Instructor	OVERALL AVERAGE
Number of Faculty*	**73**	**70**	**87**	**11**	**241**
Av. Age of core faculty	56	47	43	43	49
Av. Years of service for core faculty at rank	12	13	6	4	13
Male average years of service	20	15	5	6	14
Female average years of service	22	12	7	2	10

[1]Core Faculty consist of tenure/tenure-track faculty.

o:\fb01-02faculty\fac-rank

[2]Excluding FT Contractual (N=50)

Table 6:

Highest Degree Awarded to Tenured/Tenure Track Faculty
by State & Institution, Academic Year 2001 - 2002

Granting Degree Instituton	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
ALABAMA				
Auburn University	1	-	-	1
U of Alabama	2	-	-	2
ARIZONA				
Arizona State U.	1	-	-	1
University of Arizona	3	-	-	3
ARKANSAS				
University of Arkansas	1	-	-	1
CALIFORNIA				
California Institute of the Arts	-	1	-	1
U of S. California	1	-	-	1
U. of California, Los Angeles	2	-	-	2
University of California, Irvine	1	-	-	1
Alliant International University	1	-	-	1
COLORADO				
University of Denver	1	-	-	1
University of Colorado	2	-	-	2
CONNECTICUT				
University of Connecticut	2	-	-	2
DELAWARE				
University of Delaware	7		-	7
DISTRICT OF COLUMBIA				
Catholic University of America	4	1	-	5
George Washington University	3	-	-	3
Georgetown University	2	-	-	2
FLORIDA				
Florida A & M	-	1	-	1
Florida State University	2	-	-	2
University of Florida	1	-	-	1
GEORGIA				
Emory University	2	1	-	3
Georgia State U.	1	-	-	1
University of Georgia	3	-	-	3
ILLINOIS				
Northwestern University	1	-	-	1
Southern Illinois University	2	1	-	3
University of Chicago	1	1	-	2
University of Illinois	2	-	-	2
INDIANA				
Indiana University	6	-	-	6
IOWA				
University of Iowa	4	-	-	4
KANSAS				
Kansas State U	1	-	-	1
University of Kansas	3	-	-	3
KENTUCKY				
U. of Kentucky	1	-	-	1
Murray State University	-	1	-	1
LOUISIANA				
Louisiana Tech	1	-	-	1
University of Louisiana	1	-	-	1
Louisana State U.	2	-	-	2
Northwestern State U.	1	-	-	1
MARYLAND				
Goucher College	-	1	-	1
Johns Hopkins U.	2	1	-	3
Salisbury University	-	5	-	5
Towson U	-	1		1
UMB	4	2	-	6
UMCP	26	3	-	29
UMES	1	-	-	1

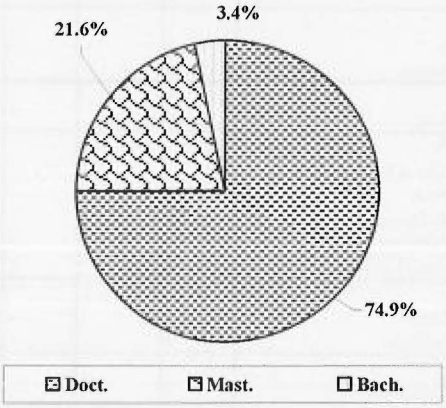
Granting Degree Institution	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
MASSACHUSETTS				
Brandeis U	1	-	-	1
Boston College	1	-	-	1
Boston University	1	-	-	1
Clark University	-	-	1	1
Northeastern U. (Boston)	2	-	-	2
U. of Massachusetts	3	-	-	3
Tufts University	1	-	-	1
MICHIGAN				
East Michigan U.	-	1	-	1
Michigan State U.	3	1	-	4
University of Michigan	1	-	-	1
Oakland U	1	-	-	1
MINNESOTA				
University of Minnesota	1	-	-	1
MISSISSIPPI				
University of Mississippi	2	-	-	2
Mississippi State U.	1	-	-	1
MISSOURI				
U of Missouri	1	-	-	1
Washington U., St. Louis	-	1	-	1
NEBRASKA				
University of Nebraska	2	-	-	2
NEVADA				
U. of Nevada-Las Vegas	1	-	-	1
NEW HAMPSHIRE				
Dartmouth College	1	-	-	1
NEW JERSEY				
Princeton University	-	1	-	1
Rutgers University	1	-	-	1
NEW MEXICO				
U of NM	1	-	-	1
NEW YORK				
Columbia U	2	-	-	2
Cornell University	1	-	-	1
SUNY, Albany	2	-	-	2
SUNY at Buffalo	2	-	-	2
SUNY at Stony Brook	1	-	-	1
Syracuse University	5	-	-	5
SUNY, Binghamton	1	-	-	1
NORTH CAROLINA				
Appalachian St. U.	-	1	-	1
North Carolina St. U.	1	-	-	1
University of NC, Greensboro	1	-	-	1
OHIO				
Bowling Green State U.	1	-	-	1
Kent State University	--	1	-	1
Ohio State University	5	-	-	5
Ohio University	1			1
Case Western Reserve Univ.	1	-	-	1
Union Institute	1	-	-	1
Xavier College	1			1
U of Cincinatti	1			1
OKLAHOMA				
Oklahoma State U.	2	-	-	2
University of Oklahoma	2	-	-	2
OREGON				
University of Oregon	2	-	-	2
PENNSYLVANIA				
Lehigh University	3	-	-	3
Penn State University	8	1	-	9
University of Pennsylvania	2	-	-	2
University of Pittsburgh	1	-	-	1
Carnegie Mellon University	1	-	-	1
Temple University	3	-	-	3

Highest Degrees Awarded to Tenured/Tenure-Track Faculty
Academic Year 2001-2002 (cont.)

Granting Degree Institution	No. of Degrees Doct.	Mast.	Bach.	TOTAL
RHODE ISLAND				
Brown University	1	-	-	1
SOUTH CAROLINA				
Clemson University	-	1	-	1
University of South Carolina	3	-	-	3
TENNESSEE				
East Tennessee State U.	-	1	-	1
Memphis State U.	1	-	-	1
University of Tennessee	4	1	-	5
TEXAS				
Texan Christian University	1	-	-	1
University of Houston	1	-	-	1
University of North Texas	1	-	-	1
University of Texas	2	-	-	2
UTAH				
University of Utah	2	-	-	2
VIRGINIA				
College of William & Mary	1	-	-	1
University of Virginia	3	-	-	3
Va. Polytechnic Inst. & St. Univ.	2	-	-	2
WASHINGTON				
University of Washington	1	-	-	1
WEST VIRGINIA				
West Virginia U.	-	1	-	1
WISCONSIN				
University of Wisconsin-Madison	3	-	-	3
FOREIGN COUNTRIES				
University of Toronto	2	-	-	2
University of Guelph, Canada	1	-	-	1
University of Calgary, Canada	1	-	-	1
University of British Columbia , Canada	1	-	-	1
Tenured/Tenure-Track Faculty Subtotal	**209**	**31**	**1**	**241.0**

Figure 2:

All Full-Time Faculty
Percentage of Highest Degree: Fall 2001



*Includes 3 MFAs, 2 Masters in Med Tech/Resp.Therapy, and 2 Master's in Social Work (considered to be terminal in their field).

Table 6a: Highest Degrees Awarded to Full-Time Contractual Faculty

By State & Institution

Academic Year 2001-2002

Granting Degree Institution	No. of Degrees Doct.	Mast.	Bach.	TOTAL
ARIZONA				
University of Arizona	-	1	-	1
DELAWARE				
University of Delaware	1	1	-	2
Wilmington College	-	1	-	1
CALIFORNIA				
Pepperdine U	-	1	-	1
DISTRICT OF COLUMBIA				
George Washington U		1	1	2
FLORIDA				
Florida State U	1	-	-	1
ILLINOIS				
U of Illinois	1	-	-	1
INDIANA				
Indiana U - Bloomington	1	1	-	2
KANSAS				
University of Kansas	-	1	-	1
MARYLAND				
Maryland Institute College of Art	-	1	-	1
Salisbury U		12	5	17
UMB	-	2	-	2
Washington College	-	1	-	1
UMBC	1	2	-	3
UMCP	1	-	-	1
MASSACHUSETTS				
Northeastern U	1			1

Granding Degree Institution	No. of Degrees Doct.	Mast.	Bach.	TOTAL
NORTH CAROLINA	-		-	
Appalachian State U	-	1	-	1
E. Carolina U	-	1	-	1
OHIO			-	
Ohio State U	1	-	-	1
OKLAHOMA				
U. of Oklahoma	-	-	1	1
PENNSYLVANIA				
Lehigh U	-	1	-	1
Temple U	-	1	-	1
Villanova	-	-	1	1
Penn State U	-	1	-	1
VIRGINIA				
George Mason U	1	1	-	2
WEST VIRGINIA	-			
West Virginia U	-	-	1	1
FOREIGN COUNTRIES				
U of Glasgow	-	1	-	1
Total Full-Time Contractual Faculty*	**9.0**	**32.0**	**9.0**	**50.0**
GRAND TOTAL FOR ALL FACULTY	**218.0**	**63**	**10**	**291.0**

*Includes 1 MSW and one MFA (considered to be terminal in their field).

o:/fb01-02faculty/fachighestdegree

Tenured/Tenure-Track Faculty: 41 states, the District of Columbia and 4 foreign countries represented;
87.0% with doctoral degrees, 90% with terminal degrees.
All Full-Time Faculty (291): 42 states, the District of Columbia and 5 foreign countries represented;
75% with doctoral degrees; 78% with terminal degrees.
Terminal Degrees represent 103 institutions of higher education in 42 states, the District of Columbia and 4 foreign countries.

Table 8:

Salisbury University
Faculty Salary Comparison
AY 2001-2002 (effective date 1/1/2002)

	Assistant Professors Excluding Perdue School							All Assistant Professors						
	Headcount	Median Yrs in Rank	Minimum Salary	Median Salary	Maximum Salary	Mean Salary	Average % Increase[2]	Headcount	Median Yrs in Rank	Minimum Salary	Median Salary	Maximum Salary	Mean Salary	Average % Increase[2]
Female faculty salaries	32	2	$ 42,120	$ 47,255	$ 58,120	$ 47,997	8.0%	36	3	$ 42,120	$ 48,447	$ 74,328	$ 50,362	7.8%
Male faculty salaries	43	2	$ 42,120	$ 47,458	$ 59,800	$ 48,988	7.8%	51	2	$ 42,120	$ 50,156	$ 76,429	$ 51,590	7.6%
All Faculty Salaries	**75**	**2**	**$ 42,120**	**$ 47,401**	**$ 59,800**	**$ 48,565**	**7.9%**	**87**	**2**	**$ 42,120**	**$ 48,971**	**$ 76,429**	**$ 51,082**	**7.7%**
2000-2001 AAUP 85th percentile[1]				**$ 49,123**							**$ 49,123**			
Median salary above/(below) AAUP 85th percentile from Fall, 2000 survey				**$ (1,722)**							**$ (152)**			
Fulton School of Liberal Arts								34	2	$ 42,120	$ 46,374	$ 59,800	$ 47,372	8.0%
Henson School of Science								26	3	$ 42,120	$ 50,016	$ 54,904	$ 49,394	8.0%
Perdue School of Business								12	3	$ 56,635	$ 65,925	$ 76,429	$ 66,812	6.9%
Seidel School of Professional Studies								15	2	$ 42,640	$ 49,835	$ 58,120	$ 49,833	7.1%

	Associate Professors Excluding Perdue School							All Associate Professors						
	Headcount	Median Yrs in Rank	Minimum Salary	Median Salary	Maximum Salary	Mean Salary	Average % Increase[2]	Headcount	Median Yrs in Rank	Minimum Salary	Median Salary	Maximum Salary	Mean Salary	Average % Increase[2]
Female faculty salaries	32	3	$ 50,552	$ 54,853	$ 61,608	$ 55,184	7.9%	33	2	$ 50,552	$ 54,915	$ 74,000	$ 55,754	7.9%
Male faculty salaries	33	5	$ 49,425	$ 56,632	$ 71,002	$ 57,513	7.3%	37	5	$ 49,425	$ 57,313	$ 88,241	$ 59,416	7.3%
All Faculty Salaries	**65**	**4**	**$ 49,425**	**$ 55,646**	**$ 71,002**	**$ 56,367**	**7.6%**	**70**	**4**	**$ 49,425**	**$ 56,183**	**$ 88,241**	**$ 57,689**	**7.6%**
2000-2001 AAUP 85th percentile[1]				**$ 60,578**							**$ 60,578**			
Median salary above/(below) AAUP 85th percentile from Fall, 2000 survey				**$ (4,932)**							**$ (4,395)**			
Fulton School of Liberal Arts								25	5	$ 49,425	$ 55,169	$ 64,561	$ 56,313	7.3%
Henson School of Science								25	3	$ 49,846	$ 55,089	$ 69,930	$ 55,572	7.5%
Perdue School of Business								5	3	$ 59,011	$ 74,000	$ 88,241	$ 74,887	7.4%
Seidel School of Professional Studies								15	3	$ 50,845	$ 56,404	$ 71,002	$ 57,780	8.4%

	Full Professors Excluding Perdue School							All Full Professors						
	Headcount	Median Yrs in Rank	Minimum Salary	Median Salary	Maximum Salary	Mean Salary	Average % Increase[2]	Headcount	Median Yrs in Rank	Minimum Salary	Median Salary	Maximum Salary	Mean Salary	Average % Increase[2]
Female faculty salaries	9	4	$ 63,420	$ 67,185	$ 73,222	$ 68,033	6.9%	10	4	$ 63,420	$ 68,807	$ 75,384	$ 68,768	6.9%
Male faculty salaries	51	7	$ 59,927	$ 69,398	$ 114,834	$ 71,713	6.6%	63	7	$ 59,927	$ 72,871	$ 118,352	$ 75,494	6.6%
All Faculty Salaries	**60**	**7**	**$ 59,927**	**$ 69,212**	**$ 114,834**	**$ 71,161**	**6.6%**	**73**	**7**	**$ 59,927**	**$ 72,000**	**$ 118,352**	**$ 74,573**	**6.7%**
2000-2001 AAUP 85th percentile[1]				**$ 75,663**							**$ 75,663**			
Median salary above/(below) AAUP 85th percentile from Fall, 2000				**$ (6,451)**							**$ (3,663)**			
Fulton School of Liberal Arts								32	8	$ 61,188	$ 70,151	$ 85,873	$ 70,624	6.5%
Henson School of Science								23	7	$ 59,927	$ 68,884	$ 88,214	$ 70,314	6.7%
Perdue School of Business								13	3	$ 73,774	$ 84,951	$ 118,352	$ 90,317	6.9%
Seidel School of Professional Studies								5	7	$ 65,563	$ 69,398	$ 114,834	$ 78,502	7.5%

Source: [1]2000-2001 AAUP percentile information from Faculty Salaries, Percentiles of USM Institutions. USM, Office of the Chancellor, 5/1/2001.

Note: [2]Percentage represents the average increase in salaries between 11/15/2000 and 1/1/2002.
Faculty who were promoted to the next rank in AY2001-2002 have been excluded.

Salisbury University
Median Salary Comparison by Rank
AY 2001-2002

Figure 3:

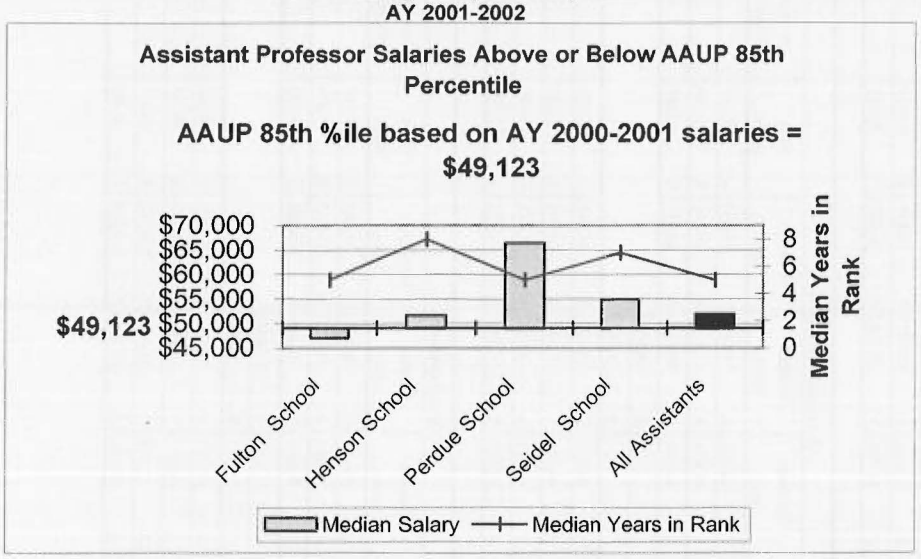


Figure 4:

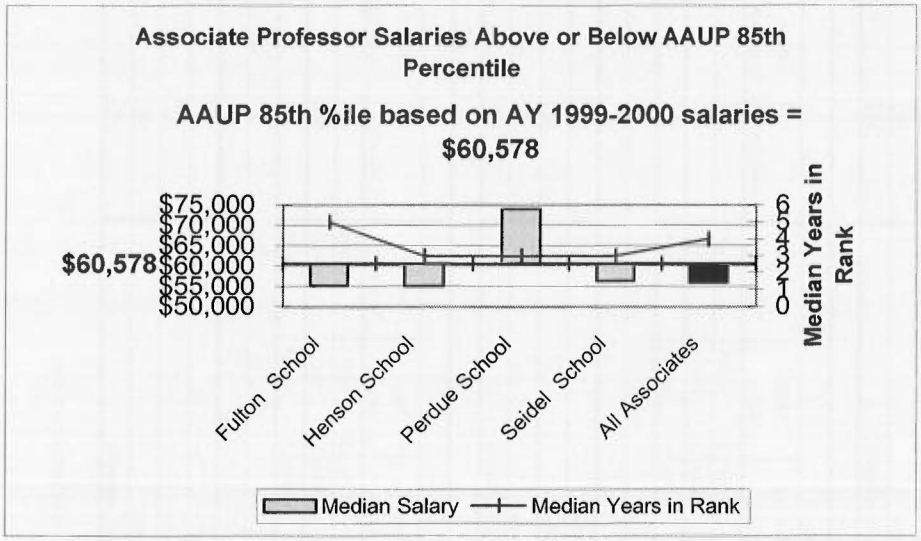
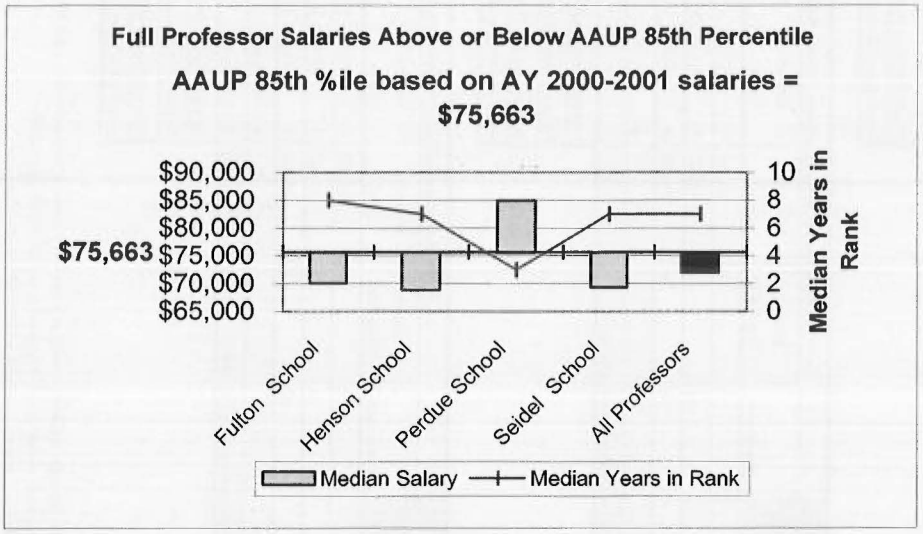


Figure 5:



O:/Fact Book/2001-2002/
Salary Charts

Table 9:

Faculty Salary
Percentiles USM Institutions
Compared to respective Carnegie Classifications
FY1997-FY2001

Comparison Group	Campus	Faculty Rank	FY97 %ile	FY98 %ile	FY99 %ile	FY2000 %ile	FY2001 %ile
Master's I & II	BSU	Prof.	55	30	66	68	74
	BSU	Assoc.	61	46	67	49	72
	BSU	Asst.	67	62	78	73	86
Master's I & II	CSC	Prof.	74	61	65	62	73
	CSC	Assoc.	69	57	53	57	72
	CSC	Asst.	77	73	73	74	87
Master's I & II	FSU	Prof.	40	53	56	55	64
	FSU	Assoc.	35	48	57	62	73
	FSU	Asst.	52	62	65	55	74
Master's I & II	**SU**	**Prof.**	**68**	**66**	**65**	**65**	**69**
	SU	**Assoc.**	**59**	**49**	**53**	**53**	**60**
	SU	**Asst.**	**50**	**56**	**68**	**72**	**81**
Master's I & II	TU	Prof.	63	58	58	61	64
	TU	Assoc.	59	59	60	68	67
	TU	Asst.	70	67	68	62	59
Master's I & II	UB[1]	Prof.	89	80	83	77	89
	UB[1]	Assoc.	79	82	83	78	86
	UB[1]	Asst.	87	74	50	81	82
Master's I & II	UMES	Prof.	21	13	30	44	67
	UMES	Assoc.	71	69	74	75	88
	UMES	Asst.	81	74	82	66	91

Table 10: **FACULTY SALARIES AT 85TH %ILE OF MASTER'S, RESEARCH & RESEARCH II UNIVERSITIES: FY1997-FY2001**

Comparison Group	Faculty Rank	Faculty Salary at 85th Percentile (Thousands of $)					change between 85th %ile
		FY97	FY98	FY99	FY2000	FY2001	FY00 to FY01
Master's I & II	**Prof.**	$64.9	$67.6	$68.3	$73.0	$75.7	3.7%
	Assoc.	$52.1	$54.5	$54.6	$58.6	$60.6	3.4%
	Asst.	$43.3	$44.2	$45.0	$47.4	$49.1	3.6%
Research II	**Prof.**	$75.0	$78.3	$80.5	$82.7	$86.4	4.5%
	Assoc.	$52.8	$55.2	$56.6	$58.3	$61.6	5.7%
	Asst.	$44.5	$46.0	$47.6	$49.7	$52.2	5.0%
Research I	**Prof.**	$83.3	$87.1	$92.1	$95.1	$100.7	5.9%
	Assoc.	$57.4	$60.9	$65.1	$67.0	$69.3	3.4%
	Asst.	$48.3	$49.9	$52.2	$54.6	$58.3	6.8%

[1]Figures for UB include only business and liberal arts faculty and are weighted in the same proportion that business and other faculty are found at TU in FY01.

SOURCE: AAUP, ACADEME, "The Economic Status of the Profession, 2000-2001," March/April 2001 from data obtained from AAUP electronically. Data provided by USM.

NOTE: AAUP used the 1994 Carnegie Classification System.

Table 11:

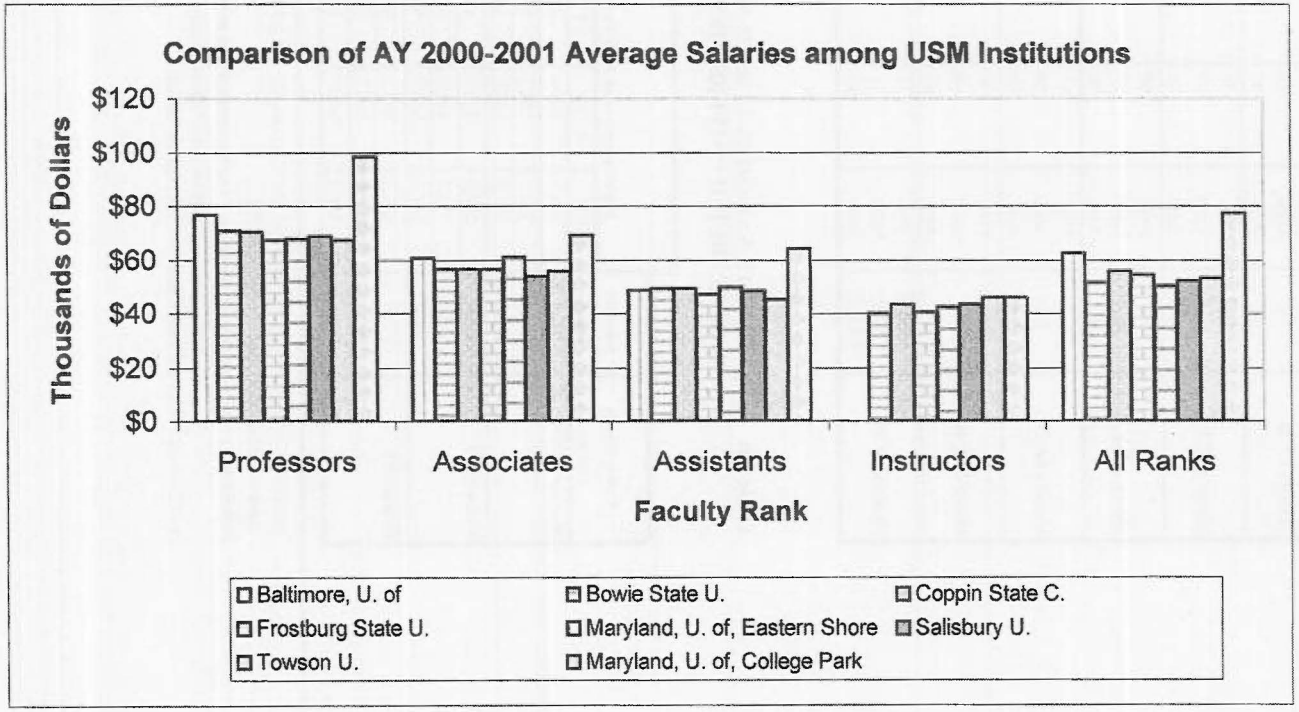
FACULTY SALARIES:
University System of Maryland Institutions
AY 2000-2001

University	Average Salary by Rank (Thousands of $)					Number of Full-Time Faculty				
	Professors	Associates	Assistants	Instructors	All Ranks	Professors	Associates	Assistants	Instructors	All Ranks
Bowie State U.	$ 70.8	$ 56.6	$ 49.3	$ 40.1	$ 51.6	23	23	77	19	142
Coppin State C.	$ 70.5	$ 56.5	$ 49.4	$ 43.4	$ 55.7	22	22	46	4	94
Frostburg State U.	$ 67.3	$ 56.6	$ 47.2	$ 40.5	$ 54.3	72	62	70	10	214
Salisbury U.	$ 68.7	$ 53.9	$ 48.3	$ 43.4	$ 52.3	71	66	82	8	227
Towson U.	$ 67.2	$ 55.8	$ 45.2	$ 45.9	$ 53.1	176	124	173	14	487
Baltimore, U. of	$ 76.6	$ 60.6	$ 48.6		$ 62.4	36	39	32	0	107
Maryland, U. of, Baltimore County	$ 86.2	$ 61.1	$ 52.3	$ 37.8	$ 62.0	120	122	119	25	386
Maryland, U. of, College Park	$ 98.1	$ 69.2	$ 64.2	$ 46.1	$ 77.3	666	406	296	32	1400
Maryland, U. of, Eastern Shore	$ 67.7	$ 61.1	$ 49.9	$ 42.4	$ 50.2	10	36	50	6	102

NOTE: Figures for UB include only business and liberal arts faculty and are weighted in the same proportion that business and other faculty are found at TU in FY2001.

SOURCE: AAUP, ACADEME, "The Economic Status of the Profession, 2000-2001", May 2001 from data obtained from AAUP electronically. This table was provided by the University System of Maryland, and represents the status of salaries for academic year 2000-2001.

Figure 6:



O:/Fact Book/2001-2002/
USM Salary Charts

Table 12:

Salisbury University
NON-INSTRUCTIONAL PRODUCTIVITY
Fall 2000 - Spring 2001 Report on Faculty Teaching Workload

SALISBURY UNIVERSITY						
		Type of Faculty			Department Total	
Line #	Research, Scholarship and Other Selected Activities	Core Faculty #	FTC Faculty #	Research Faculty #	#	Ratio
28	# of Books Published	23	4		27	0.14
29	# of Refereed Works	175	3		178	0.95
30	# of Non-refereed Works	180	5		185	0.98
31	# of Creative Activities	658	15		673	3.58
32	# of Professional Presentations	348	16		364	1.94
33	# of Externally Funded Grants & Contracts	34	0		34	0.18
34	# of Faculty Awarded Grants	33	0		33	0.18
35	$s Awarded in Grants & Contracts	$3,831,249	0		$ 3,831,249	$ 20,379
36	# of Days Spent in Public Service	3,488	495		3,983	21.19

NOTE: Core faculty FTEF is used as the divisor for the non-instructional productivity to faculty ratio. For AY1999-2000, that number is 188.

Figure 7:

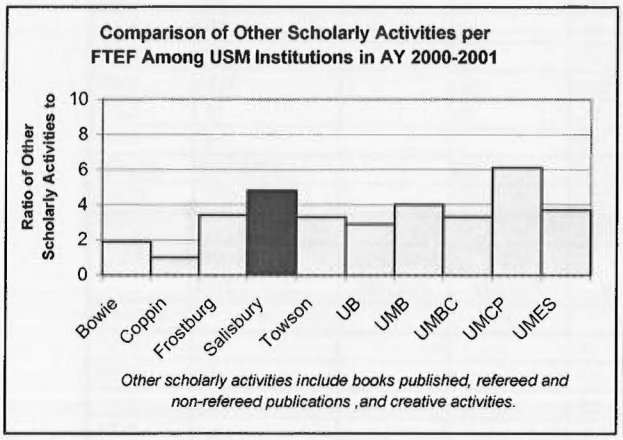


Figure 8:

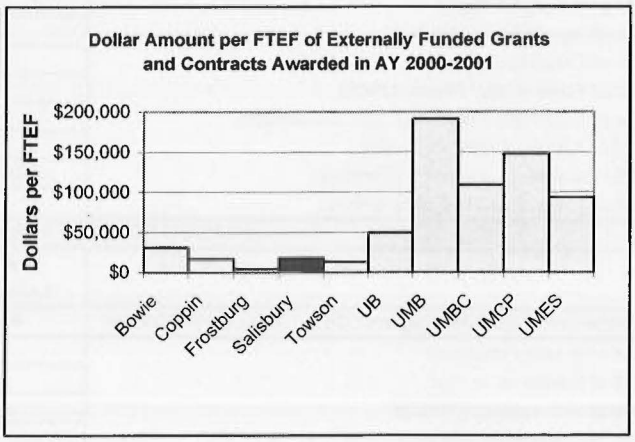
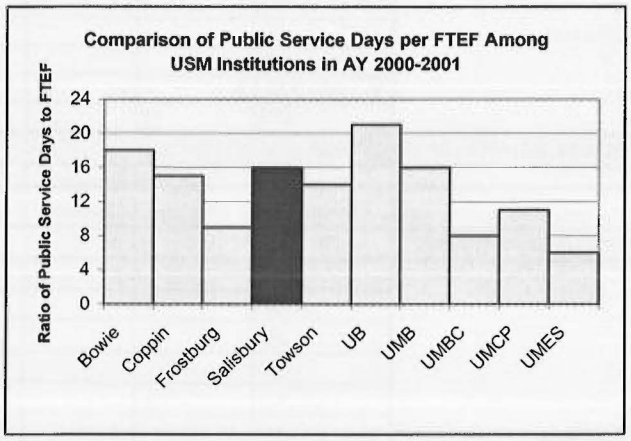


Figure 9:



NOTE: The data presented in these graphs are from the Eighth Annual Report on the Workload of USM Faculty, and are preliminary. These ratios are calculated using core faculty FTEF plus department chairs divided by the non-instructional productivity of that same group. The non-instructional productivity of full-time contractual faculty is excluded for USM purposes.

Salisbury University

NON-INSTRUCTIONAL PRODUCTIVITY

Fall 2000 - Spring 2001 Report on Faculty Teaching Workload

Table 12: (Cont'd)

FULTON SCHOOL OF LIBERAL ARTS						
Line #	Research, Scholarship and Other Selected Activities	Core Faculty #	FTC Faculty #	Research Faculty #	Department Total #	Ratio
28	# of Books Published	13	0		13	0.19
29	# of Refereed Works	86	0		86	1.26
30	# of Non-refereed Works	55	4		59	0.86
31	# of Creative Activities	551	12		563	8.22
32	# of Professional Presentations	105	5		110	1.61
33	# of Externally Funded Grants & Contracts	7	0		7	0.10
34	# of Faculty Awarded Grants	8	0		8	0.12
35	$s Awarded in Grants & Contracts	$1,497,978	0		$ 1,497,978	$ 21,868
36	# of Days Spent in Public Service	1056	224		1280	18.69

HENSON SCHOOL OF SCIENCE AND TECHNOLOGY						
Line #	Research, Scholarship and Other Selected Activities	Core Faculty #	FTC Faculty #	Research Faculty #	Department Total #	Ratio
28	# of Books Published	5	4		9	0.15
29	# of Refereed Works	36	2		38	0.63
30	# of Non-refereed Works	44	1		45	0.74
31	# of Creative Activities	46	3		49	0.81
32	# of Professional Presentations	104	9		113	1.87
33	# of Externally Funded Grants & Contracts	14	0		14	0.23
34	# of Faculty Awarded Grants	16	-		16	0.26
35	$s Awarded in Grants & Contracts	$389,543	$0		$389,543	$6,439
36	# of Days Spent in Public Service	822	252		1,074	17.75

PERDUE SCHOOL OF BUSINESS						
Line #	Research, Scholarship and Other Selected Activities	Core Faculty #	FTC Faculty #	Research Faculty #	Department Total #	Ratio
28	# of Books Published	3	-		3	0.11
29	# of Refereed Works	44	-		44	1.60
30	# of Non-refereed Works	58	-		58	2.11
31	# of Creative Activities	48	-		48	1.75
32	# of Professional Presentations	46	-		46	1.67
33	# of Externally Funded Grants & Contracts	2	-		2	0.07
34	# of Faculty Awarded Grants	2	-		2	0.07
35	$s Awarded in Grants & Contracts	$ 1,481,178	$ -		$ 1,481,178	$ 53,861
36	# of Days Spent in Public Service	439	12		451	16.4

SEIDEL SCHOOL OF PROFESSIONAL STUDIES						
Line #	Research, Scholarship and Other Selected Activities	Core Faculty #	FTC Faculty #	Research Faculty #	Department Total #	Ratio
28	# of Books Published	2	-		2	0.06
29	# of Refereed Works	9	1		10	0.32
30	# of Non-refereed Works	23	-		23	0.73
31	# of Creative Activities	13	-		13	0.41
32	# of Professional Presentations	93	2		95	3.02
33	# of Externally Funded Grants & Contracts	11	-		11	0.35
34	# of Faculty Awarded Grants	7	-		7	0.22
35	$s Awarded in Grants & Contracts	$462,550	$0		$462,550	$14,684
36	# of Days Spent in Public Service	1171	7		1178	37.4

NOTE: Core faculty FTEF is used as the divisor for the non-instructional productivity to faculty ratio. For AY2000-2001, Fulton = 68.5; Henson = 60.5; Perdue = 27.5; and Seidel = 31.5.

Source: 2000-2001 Faculty Workload Report

O:/Fact Book/2001-2002/ Faculty Workload/ NIP for Factbook

Figure 10:

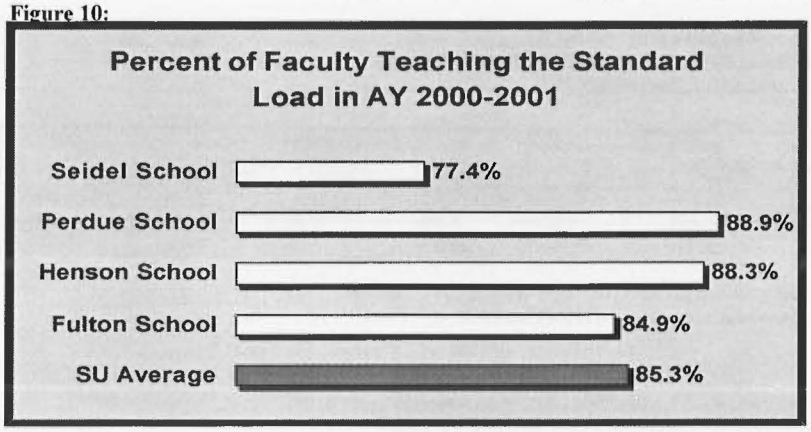


Figure 11:

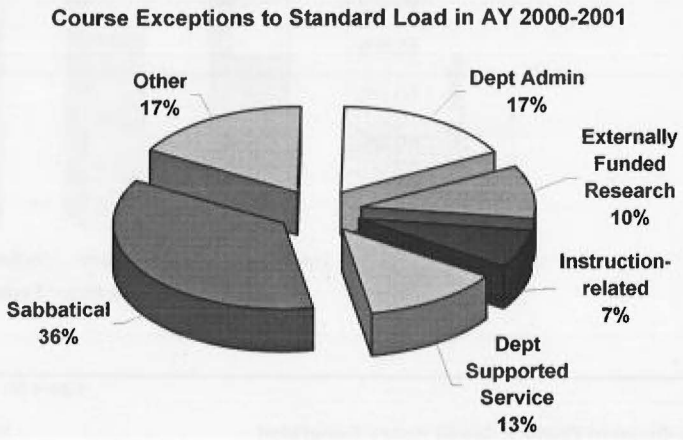
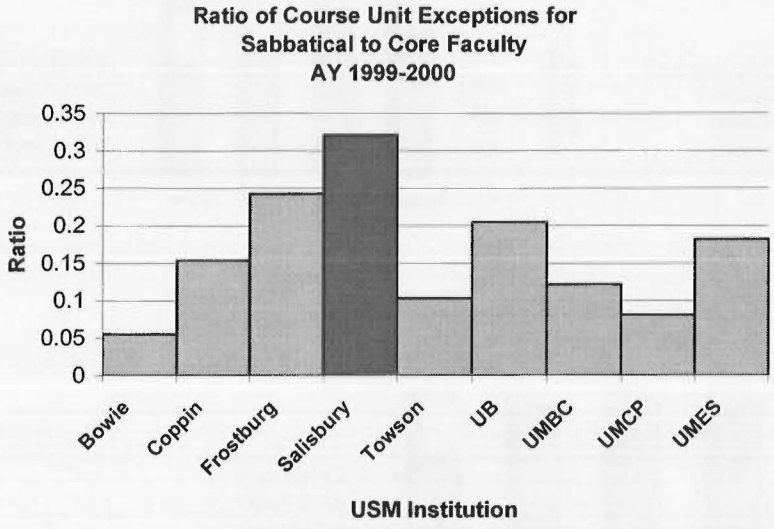


Figure 12:



Source: 2000-2001 Faculty Workload Report

O:/Fact Book/2001-2002/ Faculty Workload/ NIP for Factbook

Table 13:

Salisbury University
Student Credit Hours Generated by Division & Faculty Type
Academic Year 2000-2001

Department	Total SCH Generated	SCH generated by: T/TT Faculty	SCH generated by: Dept Chair	Core Faculty Total	% SCH generated by Core Faculty	SCH generated by FT Contractual Faculty	% SCH generated by FTC Faculty	SCH generated by PT Contractual Faculty	% SCH generated by PTC Faculty	SCH generated by Teaching Assistants	% SCH generated by T/A's
Lower Division	87,367	40,960	3,028	43,988	**50.3%**	18,208	**20.8%**	21,816	**25.0%**	3,355	**3.8%**
Upper Division	62,705	40,494	4,885	45,379	**72.4%**	4,572	**7.3%**	12,687	**20.2%**	68	**0.1%**
Graduate Division	5,567	3,702	165	3,867	**69.5%**	760	**13.7%**	940	**16.9%**	0	**0.0%**

NOTE: By USM instructions, the USM faculty workload report excludes student credit hours generated on overload. This accounts for discrepancies between SCH reported here and elsewhere in the Fact Book.

Figure 13:

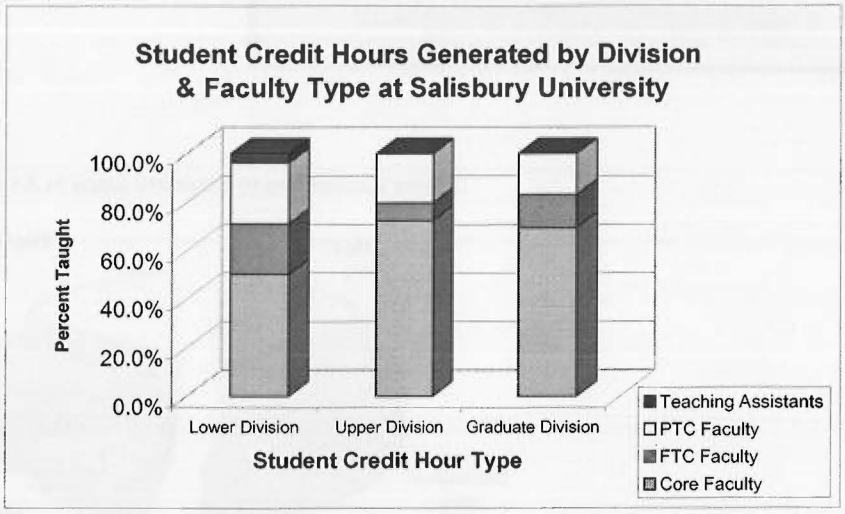


Figure 14:

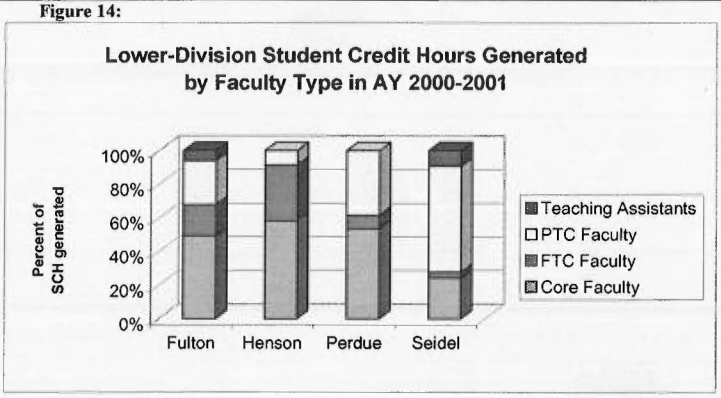


Figure 15:

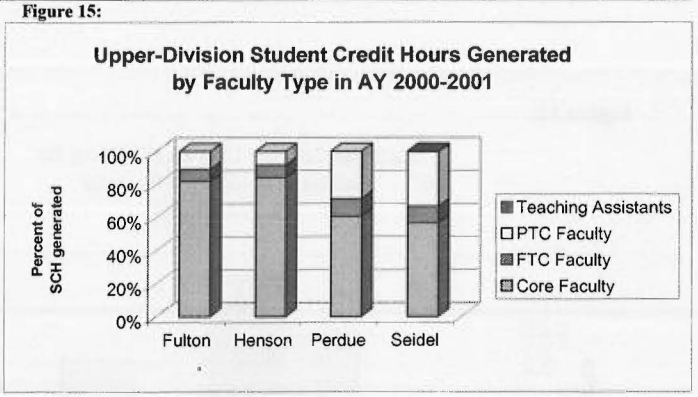


Figure 16:

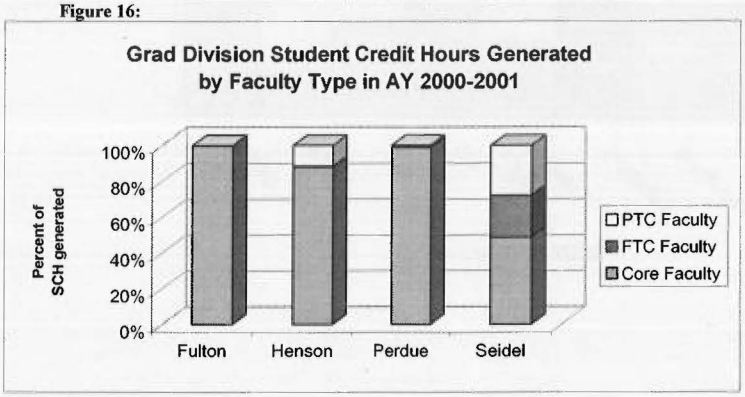


Table 14:

Salisbury University

Student Credit Hours Generated by Division and Faculty Type in the Fulton School of Liberal Arts
Academic Year 2000-2001

LOWER DIVISION STUDENT CREDIT HOURS

Department	Total LD SCH Generated	LD SCH generated by: T/TT Faculty	LD SCH generated by: Dept Chair	Core Faculty Total	% LD SCH generated by Core Faculty	LD SCH by FT Contractual Faculty	% LD SCH generated by FTC Faculty	LD SCH by PT Contractual Faculty	% LD SCH generated by PTC Faculty	LD SCH by Teaching Assistants	% LD SCH generated by T/A's
Art	3,243	1,221	0	1,221	37.7%	195	6.0%	1,827	56.3%	0	0.0%
Communication Art	7,012	3,276	8	3,284	46.8%	1,805	25.7%	1,923	27.4%	0	0.0%
English	8,184	2,349	0	2,349	28.7%	999	12.2%	2,190	26.8%	2,646	32.3%
History	11,362	4,825	0	4,825	42.5%	3,987	35.1%	2,550	22.4%	0	0.0%
Modern Languages	1,927	558	0	558	29.0%	571	29.6%	798	41.4%	0	0.0%
Music	1,685	1,257	155	1,412	83.8%	0	0.0%	273	16.2%	0	0.0%
Philosophy	1,920	1,026	234	1,260	65.6%	0	0.0%	660	34.4%	0	0.0%
Political Science	1,857	1,458	114	1,572	84.7%	0	0.0%	285	15.3%	0	0.0%
Psychology	3,522	1,950	609	2,559	72.7%	393	11.2%	570	16.2%	0	0.0%
Sociology	2,369	1,743	333	2,076	87.6%	0	0.0%	54	2.3%	0	0.0%
Lower division percent averages for Fulton School					**49.0%**		**18.5%**		**25.8%**		**6.1%**

UPPER DIVISION STUDENT CREDIT HOURS

Department	Total UD SCH Generated	UD SCH generated by: T/TT Faculty	UD SCH generated by: Dept Chair	Core Faculty Total	% UD SCH generated by Core Faculty	UD SCH by FT Contractual Faculty	% UD SCH generated by FTC Faculty	UD SCH by PT Contractual Faculty	% UD SCH generated by PTC Faculty
Art	2,029	693	322	1,015	50.0%	255	12.6%	759	37.4%
Communication Art	2,833	1,396	453	1,849	65.3%	318	11.2%	666	23.5%
English	4,514	4,018	294	4,312	95.5%	70	1.6%	132	2.9%
History	3,552	2,372	195	2,567	72.3%	823	23.2%	162	4.6%
Modern Languages	963	543	387	930	96.6%	33	3.4%	0	0.0%
Music	1,685	1,257	155	1,412	83.8%	0	0.0%	273	16.2%
Philosophy	1,038	558	480	1,038	100.0%	0	0.0%	0	0.0%
Political Science	1,148	930	218	1,148	100.0%	0	0.0%	0	0.0%
Psychology	6,449	5,246	132	5,378	83.4%	387	6.0%	684	10.6%
Sociology	1,167	981	132	1,113	95.4%	0	0.0%	54	4.6%
Upper division percent averages for Fulton School					**81.8%**		**7.4%**		**10.8%**

GRAD DIVISION STUDENT CREDIT HOURS (only those departments generating grad division credit hours are shown)

Department	Total Grad SCH Generated	Grad SCH generated by: T/TT Faculty	Grad SCH generated by: Dept Chair	Core Faculty Total	% Grad SCH generated by Core Faculty	Grad SCH by FT Contractual Faculty	% Grad SCH generated by FTC Faculty	Grad SCH by PT Contractual Faculty	% Grad SCH generated by PTC Faculty
Art	2	0	2	2	100.0%	0	0.0%	0	0.0%
Communication Arts	6	0	6	6	100.0%	0	0.0%	0	0.0%
English	504	504	0	504	100.0%	0	0.0%	0	0.0%
History	195	192	0	192	98.5%	3	1.5%	0	0.0%
Music	2	2	0	2	100.0%	0	0.0%	0	0.0%
Philosophy	6	0	6	6	100.0%	0	0.0%	0	0.0%
Psychology	132	117	15	132	100.0%	0	0.0%	0	0.0%
Grad division percent averages for Fulton School					**99.6%**		**0.4%**		**0.0%**

NOTE: By USM instructions, the USM faculty workload report excludes student credit hours generated on overload. This accounts for discrepancies between SCH reported here and elsewhere in the Fact Book.

Figure 17:

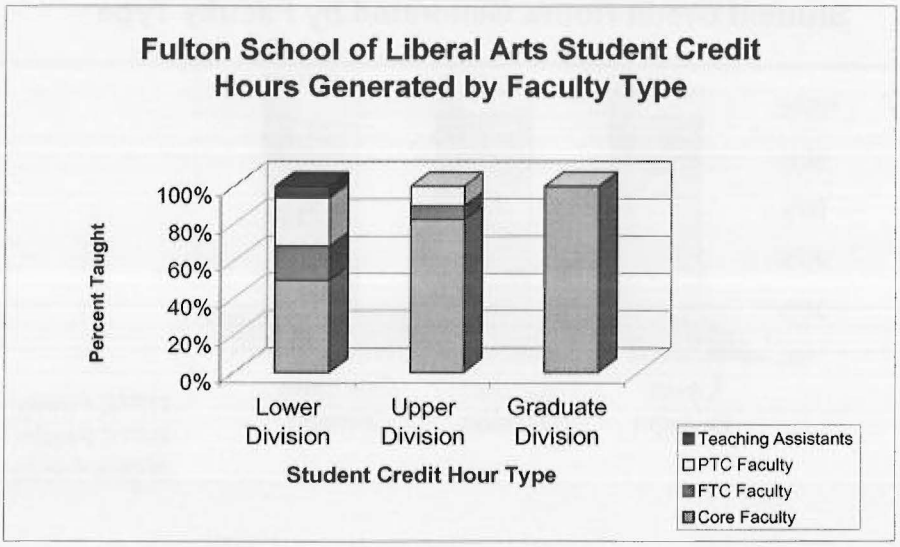


Table 15:

Salisbury State University

Student Credit Hours Generated by Division and Faculty Type in the Henson School of Science & Technology

Academic Year 2000-2001

LOWER DIVISION STUDENT CREDIT HOURS

Department	Total LD SCH Generated	LD SCH generated by:		Core Faculty Total	% LD SCH generated by Core Faculty	LD SCH by FT Contractual Faculty	% LD SCH generated by FTC Faculty	LD SCH by PT Contractual Faculty	% LD SCH generated by PTC Faculty
		T/TT Faculty	Dept Chair						
Biological Sciences	7,703	3,487	0	3,487	45.3%	3,333	43.3%	883	11.5%
Chemistry	4,225	3,178	322	3,500	82.8%	498	11.8%	228	5.4%
Geography and Geosciences	4,517	2,169	561	2,730	60.4%	1,700	37.6%	87	1.9%
Health Sciences	33	33	0	33	100.0%	0	0.0%	0	0.0%
Math and Computer Sciences	9,418	4,843	323	5,166	54.9%	3,055	32.4%	1,197	12.7%
Nursing	0	0	0	0	N/A	0	N/A	0	N/A
Physics	2,275	1,449	96	1,545	67.9%	730	32.1%	0	0.0%
Lower division percent averages for Henson School					**58.4%**		**33.1%**		**8.5%**

UPPER DIVISION STUDENT CREDIT HOURS

Department	Total UD SCH Generated	UD SCH generated by:		Core Faculty Total	% UD SCH generated by Core Faculty	UD SCH by FT Contractual Faculty	% UD SCH generated by FTC Faculty	UD SCH by PT Contractual Faculty	% UD SCH generated by PTC Faculty
		T/TT Faculty	Dept Chair						
Biological Sciences	2,785	2,362	163	2,525	90.7%	93	3.3%	167	6.0%
Chemistry	586	559	27	586	100.0%	0	0.0%	0	0.0%
Geography and Geosciences	818	584	117	701	85.7%	0	0.0%	117	14.3%
Health Sciences	974	578	139	717	73.6%	122	12.5%	135	13.9%
Math and Computer Sciences	1,351	1,222	0	1,222	90.5%	129	9.5%	0	0.0%
Nursing	2,805	1,974	54	2,028	72.3%	395	14.1%	382	13.6%
Physics	393	345	48	393	100.0%	0	0.0%	0	0.0%
Upper division percent averages for Henson School					**84.1%**		**7.6%**		**8.3%**

GRAD DIVISION STUDENT CREDIT HOURS (only those departments generating grad division credit hours are shown)

Department	Total Grad SCH Generated	Grad SCH generated by:		Core Faculty Total	% Grad SCH generated by Core Faculty	Grad SCH by FT Contractual Faculty	% Grad SCH generated by FTC Faculty	Grad SCH by PT Contractual Faculty	% Grad SCH generated by PTC Faculty
		T/TT Faculty	Dept Chair						
Biological Sciences	18	18	0	18	100.0%	0	0.0%	0	0.0%
Math and Computer Sciences	51	51	0	51	100.0%	0	0.0%	0	0.0%
Nursing	320	271	1	272	85.1%	2	0.7%	46	14.2%
Grad division percent averages for Henson School					**87.8%**		**0.5%**		**11.7%**

NOTE: By USM instructions, the USM faculty workload report excludes student credit hours generated on overload. This accounts for discrepancies between SCH reported here and elsewhere in the Fact Book.

Figure 18:

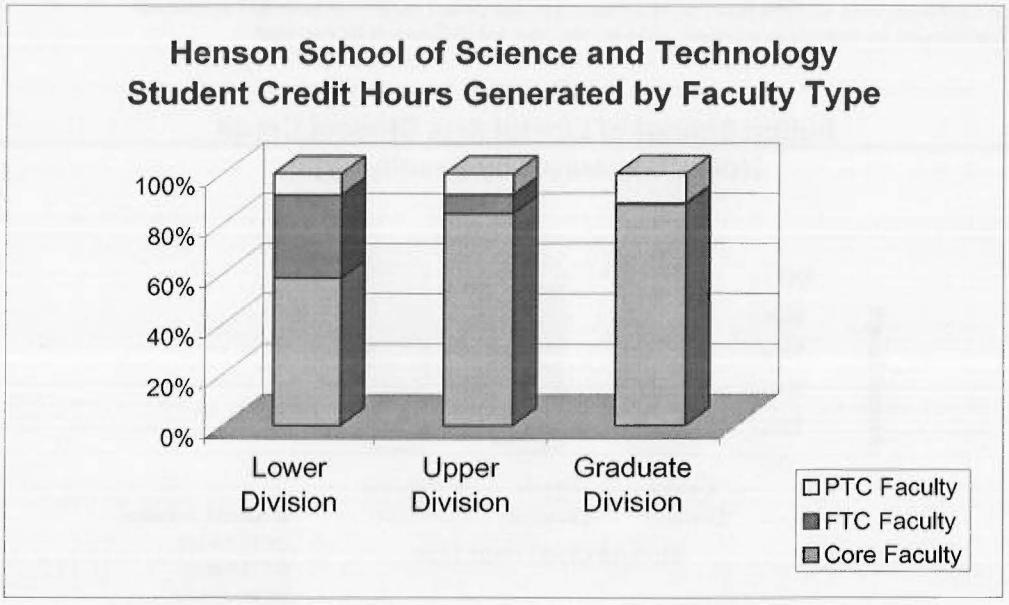


Table 16:

Salisbury University

Student Credit Hours Generated by Division and Faculty Type in the Perdue School of Business

Academic Year 2000-2001

LOWER DIVISION STUDENT CREDIT HOURS

Department	Total LD SCH Generated	LD SCH generated by : T/TT Faculty	LD SCH generated by : Dept Chair	Core Faculty Total	% LD SCH generated by Core Faculty	LD SCH by FT Contractual Faculty	% LD SCH generated by FTC Faculty	LD SCH by PT Contractual Faculty	% LD SCH generated by PTC Faculty
Accounting and Legal Studies	3,219	2,577	192	2,769	**86.0%**	0	**0.0%**	450	**14.0%**
Economics	2,745	1,635	0	1,635	**59.6%**	0	**0.0%**	1,110	**40.4%**
Information Systems Mgmt	2,188	171	0	171	**7.8%**	669	**30.6%**	1,348	**61.6%**
Management and Marketing	366	0	0	0	**0.0%**	0	**0.0%**	366	**100.0%**
Lower division percent averages for Perdue School					**53.7%**		**7.9%**		**38.4%**

UPPER DIVISION STUDENT CREDIT HOURS

Department	Total UD SCH Generated	UD SCH generated by : T/TT Faculty	UD SCH generated by : Dept Chair	Core Faculty Total	% UD SCH generated by Core Faculty	UD SCH by FT Contractual Faculty	% UD SCH generated by FTC Faculty	UD SCH by PT Contractual Faculty	% UD SCH generated by PTC Faculty
Accounting and Legal Studies	1,434	1,296	138	1,434	**100.0%**	0	**0.0%**	0	**0.0%**
Economics	2,343	1,488	186	1,674	**71.4%**	0	**0.0%**	669	**28.6%**
Information Systems Mgmt	2,599	1,320	221	1,541	**59.3%**	498	**19.2%**	560	**21.5%**
Management and Marketing	7,229	3,167	453	3,620	**50.1%**	943	**13.0%**	2,666	**36.9%**
Upper division percent averages for Perdue School					**60.8%**		**10.6%**		**28.6%**

GRAD DIVISION STUDENT CREDIT HOURS

Department	Total Grad SCH Generated	Grad SCH generated by : T/TT Faculty	Grad SCH generated by : Dept Chair	Core Faculty Total	% Grad SCH generated by Core Faculty	Grad SCH by FT Contractual Faculty	% Grad SCH generated by FTC Faculty	Grad SCH by PT Contractual Faculty	% Grad SCH generated by PTC Faculty
Accounting and Legal Studies	228	228	0	228	**100.0%**	0	**0.0%**	0	**0.0%**
Economics	294	294	0	294	**100.0%**	0	**0.0%**	0	**0.0%**
Information Systems Mgmt	81	81	0	81	**100.0%**	0	**0.0%**	0	**0.0%**
Management and Marketing	542	528	0	528	**97.4%**	3	**0.6%**	11	**2.0%**
Grad division percent averages for Perdue School					**98.8%**		**0.3%**		**1.0%**

NOTE: By USM instructions, the USM faculty workload report excludes student credit hours generated on overload. This accounts for discrepancies between SCH reported here and elsewhere in the Fact Book.

Figure 19:

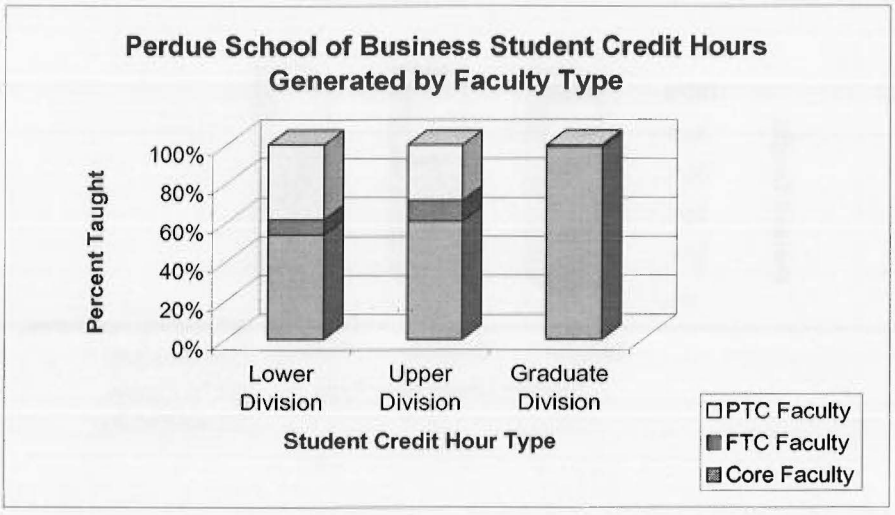


Table 17:

Salisbury University

Student Credit Hours Generated by Division and Faculty Type in the Seidel School of Professional Studies
Academic Year 2000-2001

LOWER DIVISION STUDENT CREDIT HOURS

Department	Total LD SCH Generated	LD SCH generated by: T/TT Faculty	LD SCH generated by: Dept Chair	Core Faculty Total	% LD SCH generated by Core Faculty	LD SCH by FT Contractual Faculty	% LD SCH generated by FTC Faculty	LD SCH by PT Contractual Faculty	% LD SCH generated by PTC Faculty	LD SCH by Teaching Assistants	% LD SCH generated by T/A's
Education	871	585	0	585	67.2%	201	23.1%	85	9.8%	0	0.0%
Physical Education	6,222	949	81	1,030	16.5%	0	0.0%	4,483	72.1%	709	11.4%
Social Work	504	222	0	222	44.0%	72	14.3%	210	41.7%	0	0.0%
Lower division percent averages for Seidel School					**24.2%**		**3.6%**		**62.9%**		**9.3%**

UPPER DIVISION STUDENT CREDIT HOURS

Department	Total UD SCH Generated	UD SCH generated by: T/TT Faculty	UD SCH generated by: Dept Chair	Core Faculty Total	% UD SCH generated by Core Faculty	UD SCH by FT Contractual Faculty	% UD SCH generated by FTC Faculty	UD SCH by PT Contractual Faculty	% UD SCH generated by PTC Faculty	UD SCH by Teaching Assistants	% UD SCH generated by T/A's
Education	9,265	4,721	126	4,847	52.3%	42	0.5%	4,311	46.5%	65	0.7%
Physical Education	3,277	2,344	272	2,616	79.8%	0	0.0%	658	20.1%	3	0.1%
Social Work	2,681	1,565	289	1,854	69.2%	464	17.3%	363	13.5%	0	0.0%
Upper division percent averages for Seidel School					**60.7%**		**3.7%**		**35.2%**		**0.4%**

GRAD DIVISION STUDENT CREDIT HOURS

Department	Total Grad SCH Generated	Grad SCH generated by: T/TT Faculty	Grad SCH generated by: Dept Chair	Core Faculty Total	% Grad SCH generated by Core Faculty	Grad SCH by FT Contractual Faculty	% Grad SCH generated by FTC Faculty	Grad SCH by PT Contractual Faculty	% Grad SCH generated by PTC Faculty
Education	2,958	1,319	105	1,424	48.1%	732	24.7%	803	27.1%
Physical Education	201	90	30	120	59.7%	0	0.0%	81	40.3%
Social Work	6	0	0	0	0.0%	6	100.0%	0	0.0%
Grad division percent averages for Seidel School					**48.8%**		**23.3%**		**27.9%**

NOTE: Student credit hours as reported in the faculty workload report will differ from total student credits hours generated as reported in last year's Fact Book. The reason for the difference is because faculty workload excludes student credit hours generated on overload.

Figure 20:

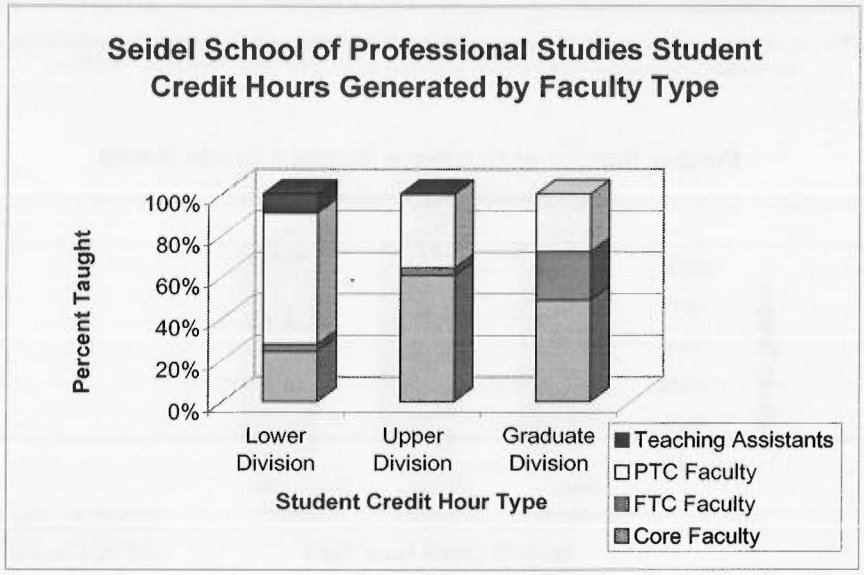


Table 1: Number of Employees by Occupational Category, Race/Ethnicity, and Status
Fall 2001

	White		African-American		Other[1]		Total	
Category/Sex	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Executive/Administrative								
Male	37	-	4	-	1	-	42	-
Female	25	-	2	-	-	-	27	-
Subtotal	62	-	6	-	1	-	69	-
Faculty[2]								
Male	164	54	7	2	8	1	179	57
Female	102	98	6	2	4	6	112	106
Subtotal	266	152	13	4	12	7	291	163
Professional								
Male	66	20	4	2	1	-	71	22
Female	74	20	7	3	2	-	83	23
Subtotal	140	40	11	5	3	-	154	45
Teaching & Research Assistants								
Male	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
Technical/Paraprofessional								
Male	19	-	1	-	-	-	20	-
Female	11	-	2	-	-	-	13	-
Subtotal	30	-	3	-	-	-	33	-
Secretary/Clerical								
Male	5	9	1	-	-	2	6	11
Female	114	42	21	1	2	2	137	45
Subtotal	119	51	22	1	2	4	143	56
Skilled Crafts								
Male	12	-	3	-	-	-	15	-
Female	-	-	-	-	-	-	-	-
Subtotal	12	-	3	-	-	-	15	-
Service/Maintenance								
Male	49	25	71	18	3	1	123	44
Female	37	38	82	31	1	-	120	69
Subtotal	86	63	153	49	4	1	243	113
TOTALS								
Male	352	108	91	22	13	4	456	134
Female	363	198	120	37	9	8	492	243
Grand Total	715	306	211	59	22	12	948	377

o:\fb01-02\employee by gender, ethnicity.xls

[1]"Other" indicates all other ethnic groups (Hispanic, Asian/Pacific Islander, and American Indian) exclusive of African-American and white.

[2]Includes 50 Full-time contractual faculty.

Source: MHEC Employees in Institutions of Higher Education as of November 8, 2001.

Table 2: **Number of Employees by Occupational Category and Status**
Fall 1997 - Fall 2001

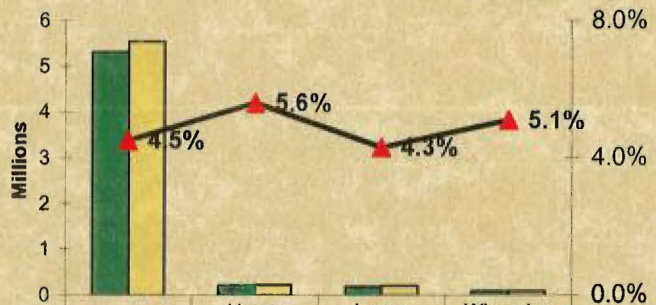
Category/Status	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	% Change 1997 - 2001
Executive/Administrative						
Full-Time	79	78	63	69	69	-12.7%
Part-Time	2	2	2	2	-	-100.0%
Subtotal	81	80	65	71	69	-14.8%
Faculty						
Full-Time						
Permanent	207	212	215	227	241	16.4%
Temporary	47	51	46	48	50	6.4%
Subtotal	254	263	261	275	291	14.6%
Part-Time	114	108	133	151	163	43.0%
Subtotal	368	371	394	426	454	23.4%
Professional						
Full-Time	90	106	123	135	154	71.1%
Part-Time	11	16	16	33	45	309.1%
Subtotal	101	122	139	168	199	97.0%
Teaching & Research Assistants						
Full-Time	-	-	-	-	-	-
Part-Time	1	4	3	1	-	-
Subtotal	1	4	3	1	-	-
Technical/Paraprofessional						
Full-Time	34	33	30	35	33	-2.9%
Part-Time	2	1	-	1	-	-
Subtotal	36	34	30	36	33	-8.3%
Secretary/Clerical						
Full-Time	192	174	169	177	143	-25.5%
Part-Time	48	66	43	54	56	16.7%
Subtotal	240	240	212	231	199	-17.1%
Skilled Crafts						
Full-Time	17	16	16	15	15	-11.8%
Part-Time	-	-	-	3	-	-
Subtotal	17	16	16	18	15	-11.8%
Service/Maintenance						
Full-Time	227	225	214	191	243	7.0%
Part-Time	21	44	85	150	113	438.1%
Subtotal	248	269	299	341	356	43.5%
TOTALS						
Full-Time	893	895	876	897	948	6.2%
Part-Time	199	241	282	395	377	89.4%
GRAND TOTAL	**1092**	**1136**	**1158**	**1292**	**1325**	**21.3%**

Source: MHEC Employees in Institutions of Higher Education
o:\fb01-02faculty\employ.by occup.category.xls

Note: A review of these vital State and Federal reporting categories revealed a significant number of erroneous personnel classifications. The Offfice of Human Resources corrected 2001 data, but prior year errors remain. All faculty data, which was maintained separately by Institutional Research, is accurate regardless of year. Excepting faculty data, comparison between 2001 and previous years should be done with caution.

Institutional Mission and Planning

Select Regions of Maryland--Projected Percent of Total Population Change From 2000 to 2005

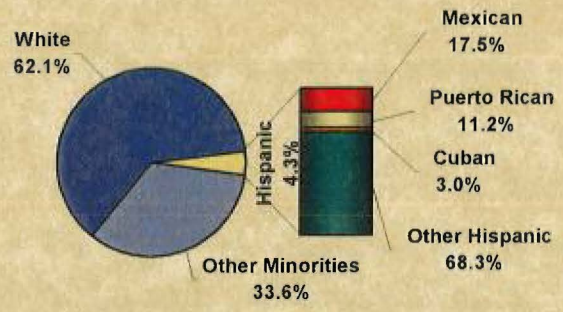


	Maryland	Upper Eastern	Lower Eastern	Wicomico County
2000	5296486	209290	186600	84644
Projected 2005	5533340	220990	194660	88960
Percent of Change	4.5%	5.6%	4.3%	5.1%

Source: The Census Bureau, Census 2000

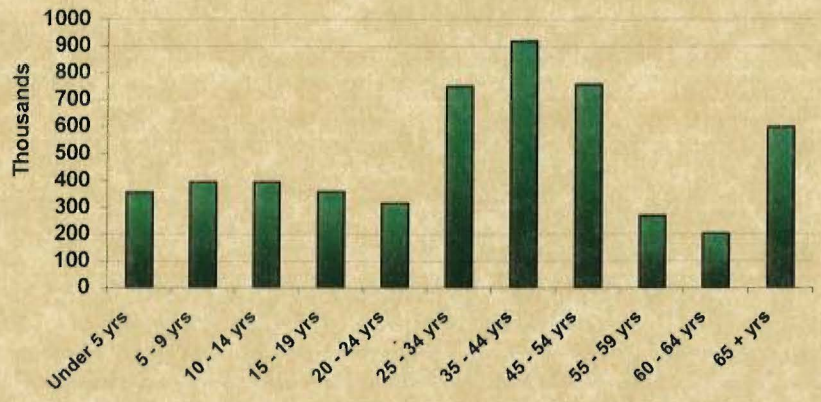
Maryland Ethnicity, Featuring Hispanics, Census 2000

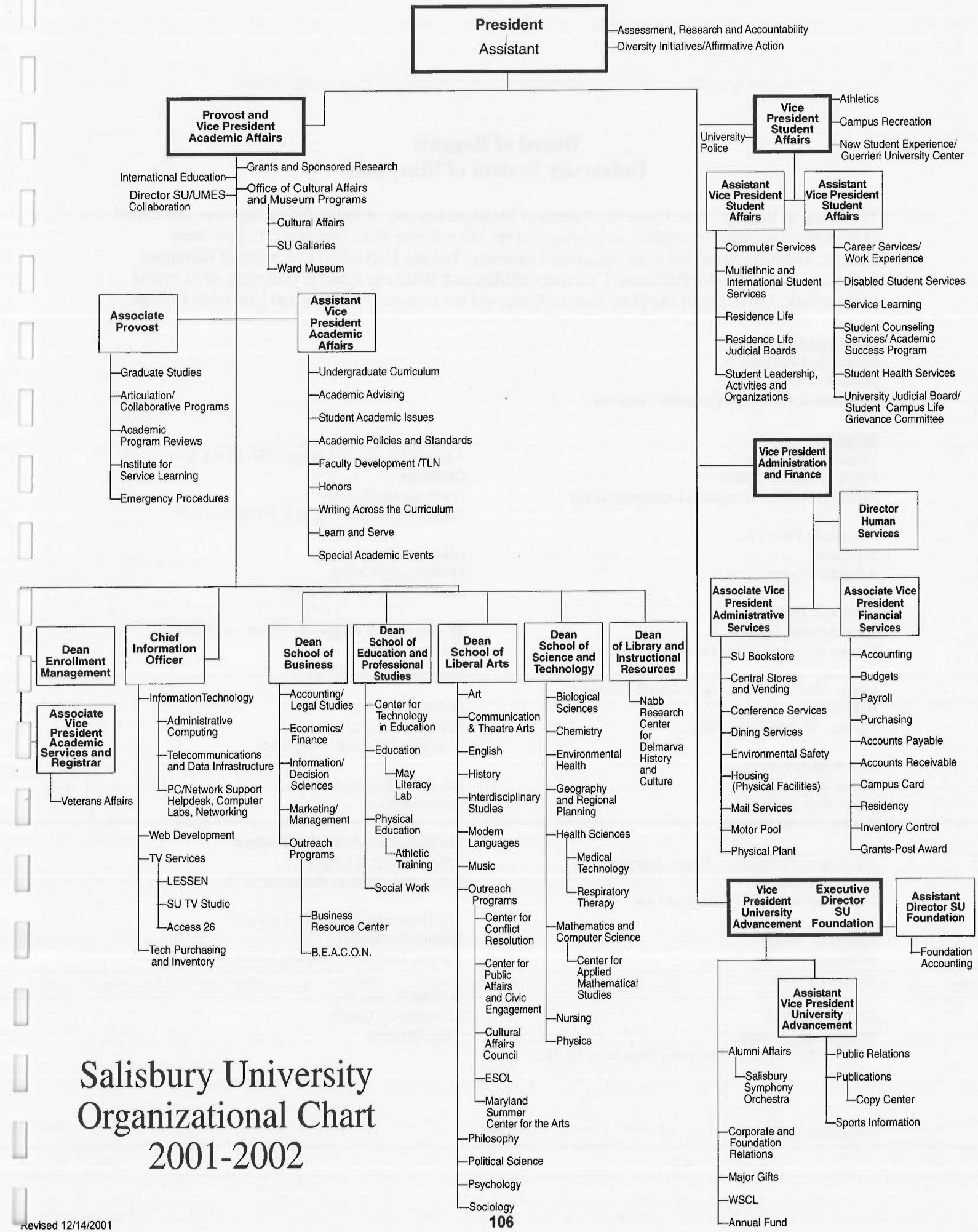
Source: The Census Bureau, Census 2000



Total Population in Age for Maryland: Census 2000

Source: The Census Bureau





Salisbury University Organizational Chart 2001-2002

Revised 12/14/2001

Board of Regents
University System of Maryland

The Board of Regents of the University System of Maryland has responsibility for the direction and control of the following public universities and colleges of the State: Bowie State University; Coppin State College; Frostburg State University; Salisbury University; Towson University; University of Baltimore; University of Maryland at Baltimore; University of Maryland Baltimore County; University of Maryland College Park; University of Maryland Eastern Shore; and the University of Maryland University College.

Chairperson
Nathan A. Chapman, Jr.
Howard County
Chairman & CEO, The Chapman Company

Members:
Lance W. Billingsley
Prince George's County
Attorney, Rifkin, Livingston, Levitan, & Silver

Thomas B. Finan, Jr.,
Treasurer
Allegany County

Patricia S. Florestano
Anne Arundel County
Former Secretary Maryland Higher Education

Louise Michaux Gonzales, Assistant Treasurer
Baltimore
Partner, Hylton & Gonzales

Nina Rodale Houghton
Queen Anne's County
Chair, Wye Institute
Trustee, Aspen Institute

The Honorable Steny H. Hoyer, Secretary
St. Mary's County
U.S. Congressman; Attorney at Law

Leronia A. Josey
Baltimore
Attorney at Law

Clifford Kendall
Montgomery County
Former Chair & CEO, Computer Data Systems, Inc.

Admiral Charles R. Larson, USN (Ret.), Vice Chairman
Anne Arundel County
Former superintendent, U.S. Naval Academy

Bruce L. Marcus
Montgomery County
Attorney, Marcus & Bonsib

The Honorable Hagner R. Mister, *ex officio*
Calvert County
Secretary of Agriculture

David H. Nevins
Baltimore County
President, Nevins & Associates

Saleem A. Rasheed
Student Regent

The Honorable James C. Rosapepe
Prince George's County
U.S. Ambassador to Romania, 98-01

The Honorable Joseph D. Tydings
Baltimore County
Partner, Dickstein, Shapiro, Morin, & Oshinsky

William T. Wood
Montgomery County
Trial Attorney

Salisbury University Mission (1996)
&
The Strategic Plan, 1998-2003 (February 1998)

MISSION

Salisbury University's mission is to cultivate and sustain a superior, student-centered learning community where students, faculty, and staff are viewed as both teachers and learners, and where a commitment to excellence permeates all aspects of University life. We recruit exceptional and diverse faculty, staff, undergraduate and graduate students and support them as they work together to reach the University's goals. Serving Maryland and the Mid-Atlantic region, we are concerned participants in responding to the educational, economic, cultural and social needs of our community and believe that service is a vital component of civic life. Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to life-long learning and active citizenship in a democratic society and interdependent world.

VALUES

The core values of Salisbury University are excellence, student-centeredness, learning, community, civic engagement, and diversity. We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live.

Excellence: Excellence, the standard against which all University activities and outcomes are measured, connotes the perfection and the quality for which we strive and hold ourselves accountable. We accept the notion that the quality of a university depends on the heads and hearts of those in it.

Student-Centeredness: Our students are the primary reason for our existence. Our focus is on their academic and individual success and on their health and well-being. We are committed to helping students learn to make reasoned decisions and to be accountable for the outcomes of the decisions they have made.

Learning: We believe that learning is fundamental to living a life with purpose in an increasingly inter-related world and that our role, is to teach students not what to think, but how to think. The university introduces students to a system of ideas about the nature of humanity, the universe, and the world created by art and thought. Through active learning, service learning, international experience, and co-curricular activities, students connect research to practice, and theory to action.

Community: Salisbury University takes pride in being a caring and civil place where individuals accept their obligations to the group, learn through their interactions and relationships with others, where governance is shared, and where the focus is on the common good. We honor the heritage and traditions of the institution which serve as a foundation for future change.

Civic Engagement: The University stands as a part of, rather than apart from, the local and regional community. Recognizing its history and traditions, we seek to improve the quality of life for citizens in the region. We believe it is our responsibility to enrich cultural life, enhance the conduct of public affairs, and contribute to the advancement of the region. We seek to instill in our students a lifelong commitment to civic engagement.

Diversity: Salisbury University views itself as a just community where there is respect for the value of global, societal, and individual differences and commitment to equal opportunity. Diversity is purposefully cultivated as a way to strengthen and enhance our University community.

VISION

Salisbury University will achieve national eminence as one of the country's best public comprehensive universities by maintaining, enhancing, and building upon the nurturing student-oriented environment we now provide and by being a model student-centered community of learning and civic engagement.

GOALS AND OBJECTIVES

Goal A: To maintain a vibrant, intellectually engaged, educationally purposeful community of learning.

Objectives

1. **The University will continue to strengthen its emphasis on learning.**
 - Each school/department will define clear expectations for student validation of learning outcomes prior to graduation.
 - Faculty development opportunities and resource support will assist faculty in modifying teaching approaches, creating learning environments, pursuing scholarly activities and assessing student learning outcomes.
 - Faculty workload, evaluation and reward systems will reflect the emphasis on learning.
 - The academic calendar, class size, and student-faculty ratios will be examined in the context of the focus on learning and recommendations made regarding needed changes.
 - Emerging technologies will be implemented in ways that complement the traditional academic program and meet regional educational/training needs.

2. **The general education component of the curriculum will be integral to major programs of study and elective courses to enhance academic community, and to contribute substantially to educational excellence.**
 - The general education component of the curriculum will be reviewed by the faculty and recommendations made for any proposed changes.
 - The role and importance of interdisciplinary courses will be considered in the general education review.
 - A comprehensive assessment of the outcomes of general education will be undertaken.

3. **Students will actively engage in learning opportunities provided by undergraduate research, internships, and other comparable experiences.**
 - Schools will define undergraduate research projects, internships, or other active learning experiences for their students and will establish targets for appropriate levels of achievement.
 - Internships for students will be cultivated by academic departments and will be coordinated to assure successful experiences and access to information for both students and faculty.
 - Resources will be identified to encourage students to participate in undergraduate research and scholarly projects and to reward outstanding accomplishments.
 - Schools will provide a vehicle for celebrating and communicating undergraduate accomplishments.
 - Faculty and staff reward systems will reflect the emphasis on faculty and staff involvement in active learning experiences.

4. **Students will actively engage in service learning opportunities provided by structured community involvement experiences.**
 - Schools will define service learning experiences for their students and will establish targets for appropriate levels of achievement.
 - Service learning opportunities will be centrally coordinated on campus to facilitate access for students and faculty.
 - Service learning experiences will be coordinated with other aspects of the students' curriculum.
 - Faculty and staff participation in student service learning experiences will be included in the reward systems.
 - Outcomes of service learning programs will be regularly assessed.

5. **Students will actively engage in international learning opportunities provided by an array of international learning experiences.**
 - Schools will identify international learning experiences for their students and will establish appropriate levels of achievement.
 - Opportunities for international experiences for students and faculty in all disciplines will be expanded and clearly communicated.
 - Administrative processes will be streamlined where necessary to facilitate agreements for international experiences.
 - The outcomes and impact of the international learning experiences will be regularly assessed.

6. **The University will clearly express the shared civic principles used to guide interactions in the campus community.**
 - The principles presently guiding community life that are articulated either directly or indirectly in various campus documents and processes will be refined to provide comprehensive direction for community living.
 - Faculty, students, and staff will identify, refine, articulate, and determine application of these principles.

7. **The University's graduate programs will be strengthened.**
 - The need for additional graduate programs will be assessed.
 - Each graduate program will be examined in the context of the University's mission, goals, and objectives.
 - Resource needs for graduate programs will be determined and a plan to meet these needs will be developed.
 - Continuing opportunities for collaborative graduate programs will be sought.
 - A plan will be developed for monitoring graduate program outcomes.
 - The responsibility for graduate program oversight within the administrative structure will be clarified.

8. **The University will maintain its controlled growth rate of 3% over the next five years.**
 - A long term enrollment plan will be developed that emphasizes enrollment of first-time full-time freshmen and the implications of growth in this sector of students.
 - The use of extended learning to increase enrollments while minimally impacting facilities will be explored.
 - The focus of growth will be primarily at the graduate level.

Goal B: To provide a student-centered campus that holds all aspects of the student experience as focal.

<u>Objectives</u>

1. **Recruitment and selection of students will be consistent with the University's mission and goals.**
 - Scholarship funds for students will increase.
 - The University will be more proactive in assuring that admitted students matriculate.
 - Technology will continue to be used to facilitate the student recruitment, application, and selection processes.
 - The role of faculty in recruitment and selection will be defined.
 - The adequacy of services available for physically and learning challenged students will be examined and recommendations made.

2. **Student needs will be considered a major factor in the offering of student services.**
 - Flexible course offerings, such as evening and weekend courses, will be considered.
 - Flexible scheduling of advising services will be considered.
 - A highly integrated program of admission, advising, registration, instruction, and career placement will be available to all students.
 - A mechanism for on-going assessment of student service needs will be implemented.
 - Computer technology will be used to enhance the delivery of academic and student services.

3. **Current retention and graduation rates will be maintained or improved.**
 - Each School will have a specially trained academic advising coordinator to complement the services of faculty advisors and to enhance advising services.
 - Faculty development activities will continue to assist faculty in maintaining currency in advising-related activities and information.
 - Tutoring and mentoring services will be enhanced.
 - The New Student Experience Seminar will place greater emphasis on advising and retention of students.
 - Consideration will be given to expanding the New Student Seminar alternative experiences to include every freshman and transfer student.
 - The effectiveness of the advising process will be monitored on an ongoing basis.

4. **Graduate and undergraduate students will be assisted with integration of their career enrichment experiences.**
 - Faculty and student affairs staff will explore ways to help students document their out-of-class learning experiences as part of their transcript.
 - The Career Services office will assist departments in selecting internships and other active learning experiences consistent with their career goals.
 - Models for enhancing the delivery of placement and career development services to undergraduate and graduate students will be explored and recommendations made.
 - Graduate school placement services will be enhanced.

5. **The development of leadership and teamwork skills will be emphasized.**
 A plan for the development of leadership skills will be elaborated, implemented, and assessed by faculty and student affairs' staff.

6. **Student services will be restructured to reflect a wellness model.**
 - The development of an integrated campus-based wellness program for faculty, students, and staff will be explored.
 - Current physical fitness facilities will be expanded to meet student, faculty and staff demand.

Goal C: To continue to be active partners in responding to the educational, economic, cultural, and social needs of the region.

<u>Objectives</u>

1. **The University will develop and promote innovative educational programs and economic support programs for the region.**
 - Available and emerging technologies will be evaluated for use in offering on-site programs to meet workplace educational needs.
 - Schools will have partnership boards with appropriate regional organizations to serve as incubators for programs contributing to economic development.
 - An expedited approval process for programs enhancing economic development will be explored.

2. **Educational services focused on the needs of regional life-long learners and alumni will be offered.**
 - The life-long learning needs, including undergraduate, graduate, and extended needs of the region will be regularly assessed.
 - The development of an Institute for Life-Long Learning will be considered and recommendations made and implemented as appropriate.
 - The best administrative structure for assuring the delivery of appropriate life long education programs will be determined.
 - Interactions between non-traditional students and traditional students will be encouraged.

3. **The educational needs of high school students seeking higher education experiences will be addressed.**
 - University experience programs will be provided for high school students as a way of earning college credit and experiencing college life.
 - University experience programs will be effectively tied to recruiting outstanding students for the freshman class.

4. **Efforts will continue to expand collaboration and partnership opportunities.**
 - Partnerships with the K-12 school system will be expanded.
 - Collaborative academic programs will continue to be a priority, particularly those between SU and UMES.
 - Plans to assess the effectiveness of collaborations and partnerships and resource use will be built into agreements.
 - Opportunities for collaboration through the Eastern Shore Associated Colleges will be explored on an ongoing basis.

5. **The educational mission of the university will be supported with well-rounded cultural and academic resource programs.**
 - Cultural/academic resource programs will be used to complement the University's academic objectives.
 - A plan will be developed and implemented for increasing community, faculty, staff and student involvement in and support of cultural/academic resource programming.

6. **The University will develop an integrated mechanism for the community to access the services and expertise of the University.**
 - The University will support entrepreneurial activity with the community.
 - The University will support faculty, staff, and students engaging in outreach activities.

Goal D: To build a caring community where each individual feels affirmed and respected.

<u>Objectives</u>

1. **The University will recruit students and faculty reflective of our desire for a diverse and culturally rich community.**
 - The University will continue to implement the Minority Achievement Plan and will continue active recruiting of international students and other under-represented student groups.
 - Faculty recruitment will increase the number of qualified women and minority faculty as well as faculty with degrees from a wide range of institutions.
 - Innovative efforts to recruit minority students, such as school partnerships, faculty and student mentoring, and school enrichment programs will be expanded.

2. **An inclusive shared governance structure will be developed.**
 - Faculty, staff, and students will be represented and will be strongly encouraged to participate in the governance structure.
 - University governance mechanisms will ensure that individuals are consistently treated with justice, equity, and respect for diversity and human dignity.
 - Administrative decision making processes will be reviewed to assure that faculty, staff and students have appropriate input into decision making.

3. **Communication at all levels of the campus community will be improved.**
 - The various units of the administrative and governance structures will be used as vehicles for communication.
 - Satisfaction with communications within the University community will be monitored on an on-going basis.

4. **The budget process will be more open and participatory.**
 - Administrative and governance structures will ensure that faculty and staff will have significant opportunities for input into the budget process.
 - Communication about budget decisions will be enhanced.

Goal E: To strengthen the University's human, learning, physical, and fiscal resources.

Objectives

1. **Resources and recognition for faculty will be enhanced.**
 - Efforts to bring faculty salaries at each rank to the level of the AAUP 85th percentile will continue.
 - A comprehensive faculty development program will be developed and implemented and coordinated resources made available.
 - Opportunities for greater faculty involvement in University administration will be identified.
 - Development opportunities will be coordinated with sabbaticals and faculty members held accountable for the work accomplished while on sabbatical.
 - Outstanding teaching will be rewarded in each School.
 - University merit, tenure, and promotion awards will reflect the University's mission and goals and will be based on clearly defined and comprehensive standards of excellence.
 - The employment status, benefit options, and evaluation of full- and part-time contractual faculty will be assessed on an ongoing basis.
 - Departments will be empowered to pursue entrepreneurial opportunities.

2. **Technologic, scientific and classroom resources will be appropriate for maximal implementation of the curriculum.**
 - A long-range technology enhancement plan will be developed and widely circulated and implemented as resources become available.
 - Supplemental budget money will be available regularly for purchase of major scientific equipment, learning technologies, and updating of classroom facilities.
 - Technologically integrated classrooms will be established for use by every department.
 - Undergraduate students engaged in research will have access to funds to purchase needed equipment.
 - Incoming students will be increasingly expected to own, purchase, or lease their own computers.
 - Technological support services to faculty, staff, and students will be enhanced to reflect the University's vision.

3. **The Library will be better integrated with the educational processes of the community.**
 - The University's library will be a primary center of learning on campus and will be an environment that promotes student and faculty scholarship.
 - The concept of the modern library will be explored in light of technological developments and electronic access.
 - The library will obtain state-of-the-art data bases and electronic access and will provide staff support for these resources.
 - The library's holdings and resources will be comparable to those of our aspirational peers.
 - Library resources, including those of the Research Center for Delmarva History and Culture, will be integrated to facilitate easy access to a wide range of information.

4. **Support of University staff will be enhanced.**
 - Efforts will continue to support and increase staff compensation including bringing administrative staff salaries to the CUPA 60th percentile.
 - Development opportunities for all staff will be increased and improved.
 - An incentive and reward system for staff will be developed and implemented.
 - Conversion of contingent positions to State positions and State-equivalent positions will be a priority.

5. **The efficiency, effectiveness, and quality of services provided by all administrative units will be improved.**
 - All administrative units will complete a self-assessment to identify strategies for improving efficiency, effectiveness, and quality and will implement appropriate strategies.
 - Information systems will be upgraded as necessary.
 - Administrative units improving their efficiency, effectiveness, and quality of service will be acknowledged and rewarded.

6. **The University's physical environment and facilities will reflect the mission, goals, and objectives of the institution.**
 - The facilities master plan will be closely tied to the University strategic plan.
 - Academic departments currently housed on the East campus will be relocated to the main campus.
 - A mechanism will be determined to allow for faculty, student, and staff input into physical environment and facilities priorities.

7. **The University will attract and increase private support for endowments, scholarships, academic support and other initiatives.**
 - A loyal and responsive constituency of alumni, individual donors, volunteers, and advocates will be built.
 - The reputation of the University will be enhanced among opinion leaders, peer institutions, graduate schools, traditional 2-year community colleges and the general public.
 - Partnerships and financial enterprises will be forged with constituents both on and off campus.
 - Appealing activities that are educational, social, athletic, and cultural will be offered to alumni and other constituents.
 - The public phase of a major capital campaign will be initiated.
 - Annual, planned giving, and corporate and foundation fund-raising efforts will be enhanced.
 - Entrepreneurial partnerships with state, regional and national entities will be cultivated to enhance revenue available for the academic mission of the University.
 - Faculty and staff will be encouraged to expand the University's grants and sponsored research awards and will be rewarded accordingly.

Salisbury University
Mission Statement
in response to the
2000 Maryland State Plan for Postsecondary Education (October 2000)

INSTITUTIONAL IDENTITY

Founded in 1925 as a college for the preparation of teachers, Salisbury University has progressed to become a comprehensive regional university emphasizing undergraduate liberal arts, sciences, pre-professional, and professional programs, with several select, mostly applied, graduate programs. Although historically the largest proportion of students came from the Eastern Shore of Maryland, currently the largest proportion of the University's students come from the counties of the Western Shore of Maryland, Baltimore City, and from other states and nations. Salisbury University remains staunchly loyal to the Eastern Shore, its communities, and its heritage, yet recognizes that its appeal and service, both now and for the near future, are to a widely diverse region. In recent years, the University has achieved both regional and national distinction among its peers and has been acknowledged in several national publications as one of the best public universities in its class.

Salisbury University unites highly-qualified and diverse faculty, staff, and students to create a student-centered learning community firmly grounded in a liberal arts education and rooted in excellence. The University is increasingly internationally oriented and prepares its students for careers in a global economy, for graduate education, and for meeting the State's workforce needs. Particular emphases are afforded active learning and the preparation of students for engaged citizenship with a passion for life-long learning. As a vital regional resource, the University promotes and supports applied research, targeted outreach programs, K-16 partnerships, cultural events, and active engagement of faculty, staff, and students in all aspects of community life.

As a predominantly undergraduate institution, Salisbury University offers degree programs in the liberal arts, science and technology, nursing and health sciences, education, professional studies, business, and information systems management. Graduate programs are largely applied, with degrees offered in business, nursing, education, English, applied health physiology, and history with an emphasis on Chesapeake studies. In response to regional and statewide workforce needs, the University explores the potential for new programs or partnerships with other institutions and examines enrollments in critical programs to determine their capacity for growth.

Salisbury University maintains a productive collaborative relationship with the University of Maryland Eastern Shore, a Historically Black University located nearby. The two universities serve the Maryland Eastern Shore and the region and mutually benefit from a positive partnership that broadens diversity, permits the sharing of resources, and allows for collaborative educational programming. Salisbury University and the University of Maryland Eastern Shore jointly support a common academic calendar, undergraduate dual degree programs, a joint master's program, dual registration, shuttle service, and other cooperative activities. Additionally, in response to the needs of the burgeoning regional electronics industry, the two universities collaborate with the University of Maryland, College Park, offering a model electrical engineering degree program that will augment the number of engineering graduates.

The University is a participant in the Eastern Shore Association of College Presidents (ESACP), which includes the presidents of Chesapeake College, Salisbury University, the University of Maryland Eastern Shore, Washington College, and Wor-Wic Community College. The focus of this regional partnership is to identify strategies that ensure that regional educational needs are met by regional institutions through connected programs, collaborative programs, distance education, and other opportunities. The first major initiatives of the group include the development of a higher education center at Chesapeake College and a grant-funded technology training initiative for faculty at all five institutions. The higher education center at Chesapeake College will serve the regional population and offer upper-division and graduate courses.

Believing that a diverse community of individuals and ideas greatly enriches the campus learning environment and is critical to preparing students for life in a global society, the University is considering new and creative efforts to increase the diversity of faculty, staff, and students. Salisbury University values the outstanding, highly-committed faculty and staff who work together to create a robust learning environment that emphasizes the sense of community and quality that are at the core of the University initiatives.

INSTITUTIONAL CAPABILITIES

Salisbury University will continue as a comprehensive institution that is recognized as a model by regional and national peers. Learning is at the heart of University life, and teaching effectiveness is a principal criterion in faculty recruitment, promotion, tenure, and merit decisions. With its strong commitment to active learning, the University will pursue outstanding faculty and staff who encourage and support student participation in internships, international experiences, undergraduate research, service learning, and leadership opportunities. These activities are vital components of the learning experience and of preparation for engaged citizenship. Research, scholarship, and creative activity remain fundamental to University life and are integral to both the teaching and learning process. Faculty are encouraged and supported for engaging students in research, scholarship, and

creative endeavors. In light of the rich and diverse ecosystem of the Eastern Shore, the University's research emphases on environmental health, environmental sciences, and biology are particularly meaningful. Moreover, applied research in other disciplines contributes significantly to the solution of community problems. The University also houses the Research Center for Delmarva History and Culture, a major resource on Maryland colonial history. Building on areas of academic strength in its undergraduate and master's curriculum, Salisbury University is interested in exploring the possibility of offering doctoral programs, preferably in collaboration with other institutions.

As a comprehensive institution, Salisbury University assumes a critical role in responding to the educational, economic, cultural, and social needs of the region. For example, the School of Education and Professional Studies is actively engaged in every aspect of K-12 education in the region and continues to seek new and creative ways to address the teacher shortage. The School of Business includes a number of outreach programs that serve the business community and provide support for the many small businesses in this largely rural community. Salisbury University is the cultural hub of the region and has recently acquired the Ward Museum of Wildfowl Art, which owns one of the most comprehensive collections of wildfowl art and carvings in the world. Students, faculty, and staff annually contribute thousands of volunteer hours in community service and the University hosts a number of service learning programs, including Learn and Serve, AmeriCorps, Habitat for Humanity, and Shore CAN—the local citizens' action network. The University will continue to monitor regional educational needs and will consider programmatic and partnership efforts, including the possibility of doctoral programs which may address those needs. A realistic enrollment growth plan will be developed that is responsive to State enrollment projections yet sensitive to present geographic and physical constraints.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

Salisbury University is increasingly outcomes-oriented and reports these measures to internal academic and administrative leadership, the State of Maryland's governing branches and agencies, regional and specialized accrediting agencies, and other primary stakeholders. The institution is committed to a strategic plan and outcomes that support the State of Maryland's objectives for highereducation, as well as the Managing For Results (MFR) process. Although the strategic goals and objectives of the University are considered dynamic, changing according to the needs of its stakeholders and the creativity of institutional leaders, the strategic goals and objectives are derived from the *2000 Maryland State Plan for Postsecondary Education.* Salisbury University's current goals and objectives are:

Goal 1. **Maintain a superior, active, and engaged learning community.**

- continue to offer a selective undergraduate education that emphasizes the critical thinking, writing, communication, and professional and technical competencies of SU graduates; and
- ensure that undergraduates are well-prepared for graduate school, and increase the proportion of those who attend graduate or professional schools; and
- maintain and expand professional accreditation in disciplines eligible for specialized accreditation, holding to the rigorous standards of excellence demanded by accrediting bodies; and
- maintain virtually perfect student licensure and passing rates in those professional disciplines that require certified competencies to practice in the chosen profession; and
- continue to prepare students for employment within and beyond their chosen disciplines, emphasizing both the theoretical and applied components of education with opportunities for internships, undergraduate research experiences, leadership experiences, international experiences, and service learning opportunities; and
- establish clear expectations for faculty concerning the use and adoption of new technologies to enhance learning; and
- expand institutional support of instructional technology programs for faculty, and gradually increase participation in online courses; and
- regularly assess institutional performance in providing a diverse, high-quality educational experience.

Goal 2. **Provide an educational environment that promotes student success.**

- expand and/or maintain a campus culture that reflects greater diversity; and
- expand opportunities for qualified students from within and outside of the State of Maryland—and increasingly from typically underserved groups—to attain a superior college education; and
- maintain selectivity for incoming freshmen while simultaneously strengthening articulation programs for transfer students; and
- increase advising, counseling, and mentoring initiatives to enhance the retention and graduation rates of all students, particularly students who have been traditionally at risk or underserved; and
- continue to embrace and expand collaborative relationships with neighboring institutions to open opportunities for diversity and the sharing of valuable educational, programmatic, and personnel resources; and

- increase the number of lower-division courses taught by core faculty and assure that students are increasingly satisfied with their level of access to faculty; and
- increase opportunities and experiences for minority students that will encourage them to continue their education at the graduate school or professional level; and
- continue to modernize library information technology services, enhancing materials and improving circulation; and
- prepare teachers education graduates to help all students succeed in increasingly diverse educational systems.

Goal 3. **Continue to be active partners in responding to the educational, economic, cultural, and social needs of the region and the State.**

- pursue periodic input from regional employers regarding the quality of SU graduates, the importance of various skills and competencies in specific professions, and the performance of SU graduates relative to other graduates in those competencies; and
- proactively respond to the workforce needs of the State and the region, to offer or expand approved programs in high demand areas, such as information technology, teaching, and nursing; and
- expand opportunities for community outreach through increasing grant and sponsored program activities that respond to community needs; and
- proactively engage the community in the preparation of underserved and underrepresented students for college; and
- continue participation with the Eastern Shore Association of College Presidents (ESACP) to develop a higher education center at Chesapeake College that will provide upper-level and graduate programs to the Eastern Shore region; and
- continue to collaborate with Ocean City/Worcester County to meet regional education needs; and
- continue to collaborate with ESACP partners as well as institutions in neighboring Delaware and Virginia to offer articulated (2+2) programs; and
- participate in MarylandOnline in areas where the University has expertise; and
- integrate existing material culture and historical research resources to become a State leader in Chesapeake Bay history and culture; and
- ensure that all graduates are fluent with information technology commensurate with the needs of the market in their chosen majors; and
- increase distance courses and programs, including those offered at regional community colleges, centers, and other locations; and
- experiment with developing courses that operate according to non-traditional semesters; and
- promote the commercial applications of academic research and institution-developed technology; and
- support faculty, staff, and students who utilize research and professional expertise to engage in objective public policy examination and discourse; and
- collaborate with business to identify and take advantage of opportunities to stimulate or reinforce the growth of the regional economy.

Goal 4. **Build a diverse and satisfied student body and workforce.**

- embrace diversity as a guiding principle of an SU education; and
- ensure that the demographic profile of the University's faculty, staff, and students more closely reflect the diversity foundation of the state and region; and
- initiate active and creative efforts to enhance the educational opportunities afforded people who have been typically underserved; and
- develop and refine a multi-criteria admissions profile of a richly diverse student body while maintaining standards of high quality; and
- maintain and expand current partnership programs that focus on early contact with and support of minority high school students; and
- allocate a greater portion of State funds to need-based financial aid.

Goal 5. **Strengthen the University's resources.**

- continue to enhance resources and revenue streams, increasing both the variety and amounts of funding from alternative sources; and
- remain committed to attracting and retaining the best qualified personnel and providing competitive compensation/benefits within the limits of fiscal resources; and
- proactively prepare for lean fiscal periods by expanding reserve funds for sustaining future initiatives; and
- continue to pursue funding from generous institutional supporters who are committed to assisting the fiscal future of the institution through restricted and unrestricted giving, gifts-in-kind, and donations of property; and
- increase the alumni giving rate.

PROGRAM DESCRIPTION

Salisbury University (SU) serves the State of Maryland by providing undergraduate liberal arts, sciences, pre-professional and professional programs, and select, mostly applied, graduate programs.

MISSION

Salisbury University is a regional comprehensive university emphasizing undergraduate liberal arts, sciences, pre-professional and professional programs, and select, mostly applied, graduate programs. The University creates a superior, active, and engaged relationship between academic programs, the faculty, staff, and students and unites diverse and highly qualified faculty and staff in serving academically capable students from both the Western and Eastern Shores of Maryland and other states and nations. Salisbury University prepares its graduates to pursue careers in a global economy and for meeting the State's workforce needs. The University promotes and supports applied research, diversity initiatives, targeted outreach programs, K-16 partnerships, cultural events, and civic engagement in all aspects of community life. Salisbury University recognizes excellence, student-centeredness, learning, community, civic engagement, and diversity as the fundamental values on which it is founded and upon which it serves the State of Maryland.

VISION

Salisbury University will continue as a premier regional university that is recognized nationally for excellence by its peers and regionally for its commitment to model programs in civic engagement. Undergraduate research, service learning, international experiences, and co-curricular activities will continue to enrich the traditional academic curriculum and enable students to connect research to practice theory to action. The University will provide graduates who will be recruited by the best employers and graduate schools, and who will contribute to the economic vitality of the State and the Nation. The University will continue to enhance the quality of life for its students, the State, and the region, and will explore opportunities to provide doctoral programs in areas of need.

KEY GOALS AND OBJECTIVES

Goal 1. Provide quality undergraduate/graduate education.

- **Objective 1.1** Increase the annual pass rate of nursing program graduates who take the nursing licensure exam from 79% in 1999 to 90% by 2004.
- **Objective 1.2** Increase the annual pass rate of teacher education program graduates who take the teacher licensure exam from 96% in 1999 to 98% by 2004.
- **Objective 1.3** The proportion of SU graduates who are satisfied with their level of preparation for graduate or professional school will increase from 96% in 1998 to 98% in 2004.
- **Objective 1.4** The proportion of SU graduates who are satisfied with their level of preparation for employment will increase from 92% in 1998 to 94% in 2004.
- **Objective 1.5** Through 2004, the proportion of University graduates who are satisfied with the overall quality of education will be maintained at no less than the 98% level attained in 2000.
- **Objective 1.6** Increase the proportion of lower-division student credit hours taught by core faculty from 56% in 1998 to 67% in 2004.

Goal 2. Prepare graduates to become productive members of society and the workforce.

- **Objective 2.1** Through 2004, the proportion of employers who are satisfied with employees who were SU graduates will be maintained at the 98% level attained in 2001.
- **Objective 2.2** Maintain or increase the FY1999 ratio of the median salary of SU graduates to the median salary of the civilian work force with bachelor's degrees.
- **Objective 2.3** The annual number of SU graduates in information technology (IT) fields will increase from 48 in 1999 to 80 by 2004.
- **Objective 2.4** The annual number of SU graduates in Teacher Education will increase from 233 in 1999 to 285 in 2004.
- **Objective 2.5** The annual number of SU graduates in Nursing will increase for 48 in 1999 to 60 in 2004.
- **Objective 2.6** The annual number of SU baccalaureate recipients will increase from 1,169 in 1999 to 1,310 in 2004.

Goal 3. Promote educational, economic, cultural, and social development in the State and the region.

- **Objective 3.1** Increase the estimated number of Teacher Education graduates employed as teachers in Maryland from 145 in 1999 to 200 in 2004.
- **Objective 3.2** Increase the estimated number of IT graduates employed in IT related fields in Maryland from 26 in 1999 to 45 in 2004.
- **Objective 3.3** Increase the estimated annual number of SU graduates employed full-time in Maryland from 785 in 1999 to 876 in 2004.
- **Objective 3.4** Maintain or increase the percent of graduates employed one-year after graduation. In 1999, 95% of SU graduates were employed.
- **Objective 3.5** Increase the estimated number of Nursing graduates employed as nurses in Maryland from 36 in 1999 to 43 in 2004.
- **Objective 3.6** Increase the percentage of economically disadvantaged students attending SU from 52.5% in 2000 to 55.0% in 2004.

Goal 4. Broaden access to and diversity in higher education.

- **Objective 4.1** Increase the proportion of full-time tenured/tenure-track faculty who are women from 36% in 1998 to not less than 38% in 2004.
- **Objective 4.2** Increase the proportion of full-time executive/managerial staff that are women from 32% in 1998 to 35% in 2004.
- **Objective 4.3** Increase the proportion of full-time tenured/tenure-track faculty who are African-American from 5% in 1998 to 6% in 2004.
- **Objective 4.4** Increase the proportion of full-time executive/managerial staff that are African-American from 6% in 1998 to 9% in 2004.
- **Objective 4.5** Increase the proportion of African-American undergraduates from 8% in 1998 to 10% in 2004.
- **Objective 4.6** Increase the proportion of minority undergraduates from 10.4% in 1998 to 13% in 2004.

Goal 5. Increase revenue from alternative sources and maximize the efficient use of State resources.

- **Objective 5.1** From a level of 12.7 million in 1999, in the Campaign for Maryland raise $18.5 million for Salisbury University by 2002.
- **Objective 5.2** Increase annual private, federal, and state grants and sponsored research dollar awards (excluding scholarship and financial aid awards) from $2.0 million in 1998 to $4.0 million by 2004.
- **Objective 5.3** Maintain current annual operating budget savings rate of 2% through efficiency and cost containment measures.
- **Objective 5.4** Allocate expenditures on facility renewal from .8% in 1999 to 2% in 2005.
- **Objective 5.5** Increase annual University fund-raising from $1.9 million in 1998 to $2.4 million in 2004.
- **Objective 5.6** Increase the salary levels of University faculty as a percentile of AAUP peers at the ranks of assistant, associate, and professor from 68th, 53rd, and 65th, respectively in 1999 to the 85th percentile by 2004.
- **Objective 5.7** Increase the proportion of administrative staff who earn salaries that are at or above the 60th percentile of CUPA peers from 33% in 2000 to 55% in 2004.

Goal 6. Improve retention and graduation rates.

- **Objective 6.1** The second-year retention rates of SU first-time, full-time freshmen will increase from 86.5% in 1998 to 87.0% in 2004.
- **Objective 6.2** The second-year retention rates of SU first-time, full-time African-American freshmen will increase from 75% in 1998 to 78% in 2004.
- **Objective 6.3** The second-year retention rates of SU first-time, full-time minority freshmen will increase from 76% in 1998 to 80% in 2004.
- **Objective 6.4** The six-year graduation rates of SU first-time, full-time freshmen will increase from 65.2% in 1998 to 70% in 2004.
- **Objective 6.5** The six-year graduation rates of SU first-time, full-time African-American freshmen will increase from 43.2% in 1998 to 61.0% in 2004.
- **Objective 6.6** The six-year graduation rates of SU first-time, full-time minority freshmen will increase from 55% in 1998 to 61% in 2004.

Salisbury University Managing For Results (2001) continued

PERFORMANCE MEASURES/PERFORMANCE INDICATORS - FISCAL YEAR (FY) BASIS

Indicators:	1998 Actual	1999 Actual	2000 Actual	2001 Actual	2002 Estimate	2003 Estimate	Goal
Inputs:							
Full-time, tenured/tenure-track faculty: Percent women	36%	35%	34%	34%	36%	37%	38%
Full-time, executive/managerial staff: Percent women	32%	28%	33%	38%	39%	39%	35%
Full-time, tenured/tenure-track faculty: Percent African-American	4.8%	3.8%	3.7%	4.4%	5.4%	6.0%	6%
Full-time, executive/managerial staff: Percent African-American	6.4%	6.4%	7.9%	8.7%	8.7%	9.0%	9%
Percentage of minority undergraduates	10.4%	11.4%	10.8%	10.6%	11.6%	12.4%	13%
Percentage of African-American undergraduates	7.8%	8.6%	8.0%	7.4%	7.8%	8.4%	10%
Percentage of economically disadvantaged students attending SU	N/A	N/A	52.5%	50.8%	51.5%	52.0%	55%
Faculty salary as a percentile of AAUP peers							
Assistant	56th	68th	72nd	80th	85th	85th	85th
Associate	49th	53rd	53rd	60th	65th	70th	85th
Professor	66th	65th	65th	69th	74th	80th	85th
Proportion of administrative staff salaries at or above the 60th percentile of CUPA peers	N/A	N/A	33%	38%	43%	48%	55%
Outputs:							
Second-year first-time full-time freshmen retention rate	86.5%	84.9%	84.0%	84.4%	84.9%	85.2%	87%
Second-year first-time full-time freshmen African-American retention rate	75.0%	68.8%	78.0%	65.8%	70.0%	72.0%	78%
Second-year first-time full-time freshmen minority retention rate	75.7%	70.3%	77.4%	74.2%	75.0%	76.0%	80%
Six-year graduation rate: all full-time undergraduates	65.2%	68.6%	65.6%	70.6%	68.0%	69.0%	70.0%
Six-year graduation rate: African-American undergraduates	43.2%	60.8%	51.9%	60.4%	55.0%	55.0%	61.0%
Six-year graduation rate: Minority undergraduates	54.9%	59.7%	52.8%	60.6%	58.0%	58.0%	61.0%
Number Information Technology (IT) graduates	51	48	44	78	85	90	80
Number of graduates in Teacher Education	236	233	197	229	240	250	285
Number of graduates in Nursing	49	48	37	55	57	58	60
Number of baccalaureate recipients	1,260	1,169	1,056	1,285	1300	1310	1,310
Outcomes:							
Employer satisfaction with SU graduates	N/A	N/A	N/A	97.8%	97.8%	97.8%	98%
Dollars raised in Campaign for MD (for Salisbury University; millions)	$11.90	$12.73	$15.48	$14.68	$15.50	$16.0	$18.50
Annual giving (dollars in millions)	$1.90	$2.04	$1.34	$2.27	$1.50	$1.70	$2.40
Private, State, and Federal dollar awards for grants and sponsored research (in millions; excluding financial aid/scholarships)	$2.00	$2.37	$3.22	$5.07	$4.50	$4.50	$4.00
Annual operating budget savings rate	3.8%	2.0%	2.0%	1.1%	2.0%	2.0%	2%
Percentage of annual state appropriation on facility renewal	.8%	.8%	.9%	1%	.8%	.8%	2%
Proportion employed one-year after graduation	96%	95%	94%	96%	94%	94%	95%
Estimated Number employed in Maryland one-year after graduation	778	785	746	729	835	852	876

Salisbury University Managing For Results (2001) continued

Indicators:	1998 Actual	1999 Actual	2000 Actual	2001 Actual	2002 Estimate	2003 Estimate	Goal
Estimated Number of IT graduates employed in Maryland in an IT field	17	26	21	17	29	34	45
Estimated Number of Teacher Education graduates employed in Maryland as Teachers	153	145	121	141	150	160	200
Estimated Number of Nursing graduates employed in Maryland as nurses	37	36	35	27	39	41	43
Ratio of the median salary level of SU graduates one-year after graduation (in thousands) to the average salary of the civilian work force with bachelor's degrees	.77	.74	.73	.74	.74	.74	.78
Quality:							
Lower-division student credit hours taught by core faculty	56%	50%	53%	50%	56%	58%	67%
Undergraduate satisfaction with educational quality	N/A	N/A	98%	96%	96%	96%	98%
Satisfaction with preparation for graduate school	96%	95%	98%	100%	98%	98%	98%
Satisfaction with preparation for employment	92%	92%	93%	93%	93%	93%	94%
Licensure/Exam pass rates:							
Nursing	87%	87%	79%	88%	89%	89%	90%
Teaching	99%	96%	96%	96%	96%	97%	98%

N/A = not available

NOTE: The operational definitions for MFR indicators are an integral part of this document and are available upon request. Please contact Institutional Research to obtain a copy.

STUDENT LEARNING GOALS

August 21, 2000

Building on the foundation provided by the University's Mission Statement and the "Attributes Document" accepted by the Faculty, the General Education Task Force proposes the following principles and goals for General Education at Salisbury University. The principles and goals represent the concepts embedded in the Mission Statement and the Attributes Document. They will help guide the development of the general education program.

Learning Principals

The general education program is designed to foster the personal, intellectual and social development of the Salisbury University student and is based on the following set of principles.

The liberally educated person:

- **communicates effectively in diverse situations;**
- **uses multiple strategies, resources, and technologies for inquiry and problem solving,**
- **demonstrates qualities related to personal, social and professional integrity,**
- **integrates knowledge from the humanities, social sciences and natural sciences to broaden perspectives,**
- **reasons quantitatively and qualitatively,**
- **demonstrates global awareness in order to function responsibly in an interdependent world.**

These principles are expressed by the following set of student learning goals.

Student Learning Goals

A. Skills		*Acquire the personal and intellectual skills necessary for productive membership in contemporary society.*
1.	Critical Thinking:	Acquire abilities to engage in independent and creative thinking and solve problems effectively.
2.	Command of Language:	Acquire abilities to communicate effectively—including reading, writing, listening and speaking.
3.	Quantitative Literacy:	Acquire abilities to reason mathematically.
4.	Information Literacy:	Acquire abilities to use libraries, computer applications and emerging technologies.
5.	Interpersonal Communication:	Acquire abilities to relate to and work effectively with diverse groups of people.

STUDENT LEARNING GOALS

August 21, 2000 (continued)

B. Knowledge	*Possess knowledge and understanding commensurate with that of a well-educated person.*
1. Breadth of Knowledge:	Possess knowledge from and familiarity with modes of inquiry and creative processes used in a variety of disciplines including: a. Visual and performing arts (art, music, dance, theatre) b. Literature (English, foreign language-based) c. Civilization: cultural and historical perspectives d. Contemporary global issues (peoples, cultures, institutions) e. Second language or culture f. Mathematics g. Social and behavioral sciences h. Biological and Physical Sciences
2. Interdependence Among Disciplines:	Possess an awareness of the interdependence among disciplines in the humanities, social sciences and natural sciences.
C. Dispositions	*Examine qualities that contribute to personal well being and social and professional integrity.*
1. Social Responsibility:	Tolerance and respect for diverse groups of people and a disposition toward responsible citizenship and a connection to the community.
2. Humane Values:	An informed regard for humane values and the ability to make judgments based on ethical and environmental considerations.
3. Intellectual Curiosity:	A propensity for reflection and life-long learning.
4. Aesthetic Values:	An awareness of and appreciation for aesthetics.
5. Wellness:	Issues of personal well-being.

Table 1:

Salisbury University
Peer Performance Data
August, 2001

University	SAT 25th/75th %ile	% minority of all undergraduates	% African-American of all undergraduates	4-yr. Average second-year retention rate	Six-year graduation rate	Six-year graduation rate all minorities	Six-year graduation rate African Americans	Passing rate on Praxis II exam	Passing rate in nursing licensing exam
Salisbury U.	1030-1200	10.4%	7.7%	83.0%	61.2%	51.4%	50.0%	96%	88%
Central Washington U.	880-1080	12.7%	2.0%	74.0%	45.3%	43.3%	30.8%	N/A	no nursing prog.
Massachusetts, U. of, Dartmouth	950-1150	10.2%	5.4%	78.0%	43.7%	31.3%	25.5%	61%	N/A
North Carolina, U. of, Wilmington	1000-1160	8.7%	5.3%	79.0%	59.8%	51.1%	52.9%	note 1	79%
Shippensburg U. of Penn.	960-1150	5.8%	3.5%	77.0%	63.6%	40.8%	31.8%	note 1	no nursing prog.
Sonoma State U.	930-1140	18.1%	2.0%	77.0%	N/A	N/A	N/A	N/A - not required	N/A
Southeast Missouri State U.	ACT 19-25	6.6%	4.5%	71.0%	N/A	N/A	N/A	N/A	N/A
SUNY, C. at Oswego	1040-1190	8.4%	3.7%	80.0%	57.5%	46.1%	37.7%	94%	no nursing prog.
SUNY, C. at Plattsburgh	970-1140	8.0%	2.8%	79.0%	57.4%	39.5%	33.3%	N/A	N/A
Western Carolina U.	890-1090	8.5%	5.1%	69.0%	47.1%	44.4%	46.0%	note 1	87%
Western Oregon U.	N/A	9.8%	1.2%	72.0%	N/A	N/A	N/A	N/A	no nursing prog.
Average of Peers		**9.7%**	**3.6%**	**75.6%**	**53.5%**	**42.4%**	**36.9%**	**78%**	**83%**

		SU Institution-specific Indicators							
University	Alumni giving rate	Acceptance rate	Percent of faculty with terminal degrees	Ratio of FTES to FTEF	Average HS GPA	Total state appropriation/FTES		Employers' satisfaction	Graduates' satisfaction
Salisbury U.	18.6%	57%	76%	17.1	3.40	$4,305	Salisbury U.	97.8%	88.3%
Central Washington U.	N/A	83%	84%	20.2	3.10	$5,172	Western Carolina State	96.3%	
Massachusetts, U. of, Dartmouth	N/A	65%	86%	15.2	2.92	$8,188	Appalachian State U	99.0%	
North Carolina, U. of, Wilmington	14.7%	58%	87%	20.9	3.48	$6,078	Fayetteville State U	98.3%	
Shippensburg U. of Penn.	30.5%	64%	90%	17.8	N/A	$4,798	North Carolina A&T U	96.3%	
Sonoma State U.	1.5%	84%	100%	18.9	3.23	$7,644	North Carolina Central L	94.7%	
Southeast Missouri State U.	5.9%	94%	80%	17.9	3.20	$6,607	UNC - Charlotte	97.8%	
SUNY, C. at Oswego	26.4%	59%	76%	18.7	3.10	$4,396	UNC - Pembroke	98.7%	
SUNY, C. at Plattsburgh	15.6%	69%	87%	17.3	3.50	$4,786	UNC - Wilmington	99.0%	
Western Carolina U.	27.3%	82%	80%	19.3	3.14	$8,906			
Western Oregon U.	N/A	93%	86%	13.5	3.30	$3,448			
Average of Peers	**17.4%**	**75%**	**86%**	**18.0**	**3.22**	**$6,002**		**97.5%**	

N/A - Data not available

Notes:

Praxis II and Nursing exam passing rates above were obtained by SU's Education and Nursing Departments respectively from the corresponding departments at SU peer institutions. Given the shortened time frame, some data are incomplete but responses are pending.

(1) In the absence of PRAXIS II and/or NTE **summary totals and pass rates, Elementary Education pass rates** are provided: North Carolina, Wilmington = 97%; Shippensburg = 96%; Western Carolina = 95%.

Table 2:

Salisbury University
SCH to FTEF Ratio
Academic Years 1996-1997 through 2000-2001

	AY 1996-1997			AY 1997-1998			AY 1998-1999			AY 1999-2000			AY 2000-2001		
	SCH(1)	FTEF	SCH/FTEF Ratio	SCH(1)	FTEF	SCH/FTEF Ratio	SCH(1)	FTEF	SCH/FTEF Ratio	SCH(1)	FTEF	SCH/FTEF Ratio	SCH(1)	FTEF	SCH/FTEF Ratio
Fulton School of Liberal Arts															
ART	4,312	10.08	**427.64**	4,420	11.56	**382.27**	4,598	11.24	**409.06**	5,088	12.21	**416.66**	5,614	14.08	**398.72**
CMAT	8,001	16.19	**494.21**	8,599	16.33	**526.47**	9,053	17.24	**525.01**	9,557	19.02	**502.55**	10,044	19.36	**518.71**
ENGL	8,286	17.14	**483.50**	9,307	17.20	**541.10**	9,425	18.45	**510.74**	12,263	19.82	**618.68**	13,186	20.49	**643.61**
HIST	12,720	21.69	**586.55**	13,179	24.08	**547.36**	14,010	23.84	**587.79**	13,734	24.86	**552.56**	15,354	23.55	**652.08**
MDFL	2,179	6.00	**363.17**	2,357	6.71	**351.19**	2,512	6.67	**376.82**	2,854	7.95	**358.96**	3,023	8.49	**355.94**
MUSC	2,231	9.28	**240.42**	2,339	9.65	**242.39**	2,365	10.62	**222.60**	2,480	10.97	**226.16**	2,246	10.10	**222.39**
PHIL	2,557	3.80	**672.93**	3,019	4.69	**643.12**	2,884	4.33	**665.54**	2,831	4.22	**670.14**	3,144	4.20	**748.19**
POSC	2,545	5.37	**474.16**	2,683	5.30	**505.81**	3,063	5.20	**589.32**	2,946	5.04	**584.33**	3,120	5.26	**593.25**
PSYC	8,505	12.82	**663.42**	8,301	12.08	**687.43**	8,323	13.16	**632.65**	9,318	13.87	**671.93**	10,372	14.77	**702.37**
SOCI	2,386	3.71	**643.57**	2,905	4.72	**615.24**	2,827	4.80	**589.16**	2,977	5.34	**557.19**	3,454	6.38	**541.38**
Henson School of Science & Technology															
BIOL	12,554	25.77	**487.16**	12,653	26.02	**486.37**	12,053	26.38	**456.86**	11,599	27.36	**423.95**	12,204	26.89	**453.86**
CHEM	5,461	13.35	**408.99**	5,134	12.70	**404.16**	5,200	12.47	**417.02**	5,321	12.56	**423.79**	5,168	12.65	**408.44**
GEOG	5,437	8.78	**618.99**	5,295	8.42	**628.70**	5,318	8.84	**601.87**	5,870	9.14	**642.03**	5,583	7.66	**728.57**
HLSC	1,818	10.61	**171.40**	1,755	8.15	**215.41**	1,269	8.37	**151.64**	986	7.76	**127.02**	1,035	7.60	**136.13**
MATH	9,540	18.35	**520.03**	9,393	18.07	**519.69**	10,092	19.23	**524.68**	10,330	20.41	**506.06**	11,352	21.24	**534.55**
NURS	3,145	20.13	**156.25**	2,785	19.90	**139.93**	2,655	19.50	**136.14**	2,933	20.23	**145.01**	3,318	20.72	**160.15**
PHYS	2,833	6.95	**407.85**	2,516	6.49	**387.90**	2,359	6.62	**356.32**	2,392	6.43	**372.25**	2,757	7.45	**370.15**
Perdue School of Business															
ACCT	3,531	8.46	**417.46**	3,195	8.38	**381.49**	3,441	9.03	**380.89**	3,633	10.27	**353.75**	3,330	10.44	**318.97**
BUAD	11,850	12.17	**973.97**	12,357	13.75	**898.69**	11,963	14.67	**815.64**	12,876	15.27	**843.36**	14,163	16.33	**867.45**
ECON	2,367	8.88	**266.70**	2,280	7.75	**294.19**	2,679	7.79	**343.83**	3,084	9.78	**315.26**	3,030	11.00	**275.54**
ISMN	1,775	7.80	**227.48**	2,080	8.67	**240.00**	2,423	9.69	**250.05**	2,602	9.25	**281.42**	3,044	12.19	**249.63**
Seidel School of Professional Studies															
ELED	14,636	32.14	**455.45**	13,901	30.92	**449.65**	13,084	28.00	**467.36**	13,110	28.01	**468.10**	13,775	30.27	**455.01**
PHEC	8,433	16.53	**510.13**	8,339	16.11	**517.75**	9,142	17.13	**533.69**	9,443	15.38	**614.17**	9,736	17.47	**557.18**
SOWK	3,559	7.08	**502.45**	3,358	5.83	**575.66**	2,907	6.82	**426.53**	2,878	5.80	**496.49**	3,231	6.73	**480.12**

(1)In the Fulton School, approximately 900-1300 SCH are generated within Interdisciplinary Studies. These were not assigned to any department. In the Seidel School, 400-700 SCH are generated by General Studies, Leisure Studies and Military Science. These also were not assigned to any of the departments above.

Sources: SCH is from Annual Credit Hour Production, Fall 2001 Fact Book. SCH generated by teaching assistants in ENGL, ELED, and PHEC have been excluded from the FTEF calculation.
FTEF is derived from the 2000-2001 Faculty Workload Report.

O:/Fact Book 2001-2002/SCH/
SCH.FTEF.Ratio update 2001

Table 3:

Salisbury University
Student to Faculty Ratio
Academic Years 1996-1997 through 2000-2001

	AY 1996-1997			AY 1997-1998			AY 1998-1999			AY 1999-2000			AY 2000-2001		
	FTES	FTEF	Student to Faculty Ratio	FTES	FTEF	Student to Faculty Ratio	FTES	FTEF	Student to Faculty Ratio	FTES	FTEF	Student to Faculty Ratio	FTES	FTEF	Student to Faculty Ratio
Fulton School of Liberal Arts															
ART	288	10.08	14.26	295	11.56	12.74	309	11.24	13.76	339	12.21	13.89	374	14.08	13.29
CMAT	533	16.19	16.48	573	16.33	17.55	604	17.24	17.50	637	19.02	16.75	670	19.36	17.29
ENGL	707	22.39	15.80	770	23.20	16.60	833	24.45	17.04	826	24.82	16.63	888	25.86	17.16
HIST	850	21.69	19.59	881	24.08	18.29	949	23.84	19.92	921	24.86	18.52	1,028	23.55	21.83
MDFL	145	6.00	12.11	157	6.71	11.71	168	6.67	12.58	190	7.95	11.97	202	8.49	11.86
MUSC	149	9.28	8.05	156	9.65	8.11	157	10.62	7.38	166	10.97	7.55	150	10.10	7.42
PHIL	170	3.80	22.43	201	4.69	21.44	195	4.33	22.49	189	4.22	22.34	210	4.20	24.95
POSC	170	5.37	15.81	179	5.30	16.86	206	5.20	19.86	196	5.04	19.48	208	5.26	19.77
PSYC	574	12.82	22.39	559	12.08	23.16	567	13.16	21.54	625	13.87	22.55	694	14.77	23.50
SOCI	159	3.71	21.46	194	4.72	20.51	190	4.80	19.83	198	5.34	18.57	230	6.38	18.05
Average			16.83			16.76			17.19			16.71			17.62
Henson School of Science & Technology															
BIOL	838	25.77	16.26	845	26.02	16.23	810	26.38	15.36	774	27.36	14.14	814	26.89	15.14
CHEM	364	13.35	13.63	342	12.70	13.47	351	12.47	14.06	355	12.56	14.13	345	12.65	13.61
GEOG	362	8.78	20.63	353	8.42	20.96	357	8.84	20.21	391	9.14	21.41	372	7.66	24.29
HLSC	121	10.61	5.71	117	8.15	7.18	87	8.37	5.21	66	7.76	4.23	69	7.60	4.54
MATH	638	18.35	17.39	627	18.07	17.35	687	19.23	17.86	689	20.41	16.88	758	21.24	17.84
NURS	218	20.13	5.40	192	19.90	4.82	183	19.50	4.70	201	20.23	4.97	227	20.72	5.47
PHYS	189	6.95	13.59	168	6.49	12.93	160	6.62	12.08	159	6.43	12.41	184	7.45	12.34
Average			13.14			13.25			12.99			12.68			13.28
Perdue School of Business															
ACCT	235	8.46	13.92	213	8.38	12.72	235	9.03	13.01	244	10.27	11.90	225	10.44	10.75
BUAD	807	12.17	33.14	841	13.75	30.59	826	14.67	28.16	866	15.27	28.37	956	16.33	29.29
ECON	158	8.88	8.89	152	7.75	9.81	182	7.79	11.67	208	9.78	10.62	204	11.00	9.28
ISMN	118	7.80	7.58	139	8.67	8.00	164	9.69	8.46	173	9.25	9.38	203	12.19	8.32
Average			17.67			17.45			17.08			16.74			15.89
Seidel School of Professional Studies															
ELED	1,030	32.51	15.83	976	31.21	15.64	935	28.25	16.54	912	28.29	16.11	957	30.61	15.63
PHEC	550	17.07	16.09	581	16.82	17.28	644	17.92	17.97	630	16.29	19.33	652	18.99	17.18
SOWK	237	7.08	16.76	224	5.83	19.21	198	6.82	14.52	192	5.80	16.56	216	6.73	16.01
Average			16.03			16.54			16.77			17.21			16.20

Note: FTES is calculated using student credit hours. **FTES** is the sum of undergraduate student credit hours divided by 15 and graduate student credit hours divided by 12.
FTEF is calculated by dividing courses taught by expected load. Expected load varies, and this has been taken into consideration in the calculation of FTEF.
Student to Faculty Ratio is calculated: FTES divided by FTEF divided by 2 (brings full-year load to a semester equivalent).

Sources: FTES derived from SCH is from Annual Credit Hour Production, Fall 2001 Fact Book. SCH generated by teaching assistants in ENGL, ELED, and PHEC **have been included** in the FTEF calculation.
FTEF derived from courses taught is from the annual Faculty Workload Reports. Courses taught by teaching assistants are included.

O:/Fact Book 2001-2002/SCH/
FTES.FTEF.Ratio update 2001

Table 4:

Salisbury University
Census Demographics and Projections
Years 2000, 2005, 2010
Maryland and Eastern Shore Regions[1]

	Actual[2]	Projected[3]		Projected Percent of Change	
Census Years	**2000**	**2005**	**2010**	**% of Change 2000 - 2005**	**% of Change 2000 - 2010**
Total Population[4]					
Maryland	5,296,486	5,533,340	5,722,810	4.5%	8.0%
Upper Eastern Shore	209,290	220,990	231,800	5.6%	10.8%
Lower Eastern Shore	186,600	194,660	202,000	4.3%	8.3%
Wicomico County	84,644	88,960	93,250	5.1%	10.2%
Salisbury	23,743				
Age Groups[4]					
Maryland					
0-19	1,492,965	1,515,970	1,489,140	1.5%	-0.3%
20 - 44	1,978,806	1,944,300	1,910,620	-1.7%	-3.4%
45-64	1,225,408	1,439,840	1,621,610	17.5%	32.3%
65+	599,307	633,230	701,450	5.7%	17.0%
Upper Eastern Shore					
0-19	58,208	58,640	57,640	0.7%	-1.0%
20 - 44	70,845	70,100	69,740	-1.1%	-1.6%
45-64	51,384	61,910	69,930	20.5%	36.1%
65+	28,858	30,350	34,500	5.2%	19.6%
Lower Eastern Shore					
0-19	48,143	49,070	49,060	1.9%	1.9%
20 - 44	70,845	63,130	63,030	-10.9%	-11.0%
45-64	51,384	37,960	37,830	-26.1%	-26.4%
65+	28,858	63,130	63,030	118.8%	118.4%
Wicomico County					
0-19	24,156	25,240	25,900	4.5%	7.2%
20 - 44	30,550	30,310	30,660	-0.8%	0.4%
45-64	19,115	19,400	20,010	1.5%	4.7%
65+	10,823	30,310	30,660	180.1%	183.3%
Salisbury					
0-19	6,867				
20 - 44	9,883				
45-64	4,031				
65+	2,962				
Hispanic Population[4]					
Maryland	227,916				
Upper Eastern Shore	3,700				
Lower Eastern Shore	3,157				
Wicomico County	1,842				
Salisbury	806				

[1]Data not available for shaded areas

Sources:

[2]U.S. Census Bureau, Census 2000, Table DP-1. Profile of General Demographic Characteristics: 2000

[3]Maryland Department of Planning, Demographic and Socio-Economic Outlook, September, 2001

[4]Data for smaller regions are included in larger regions.

Table 5:

Updates
UNIVERSITY OF MARYLAND
ENROLLMENT PROJECTIONS
Institution: SALISBURY UNIVERSITY

Fall Student Data	Fall											Change From Fall 2001 to Fall 2011	
	Actual	Projections											
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Number	Percent
Headcount Total	6,682	6,888	7,073	7,225	7,373	7,507	7,617	7,711	7,789	7,863	7,925	1,243	18.6%
Undergraduate Total	6,060	6,250	6,418	6,552	6,658	6,746	6,819	6,894	6,949	7,004	7,053	993	16.4%
Full-time	5,316	5,525	5,698	5,840	5,950	6,040	6,115	6,192	6,249	6,305	6,355	1,039	19.5%
Part-time	744	725	720	712	708	706	704	702	700	699	698	(46)	-6.2%
Grad./First Prof. Total	622	638	655	673	715	761	798	817	840	859	872	250	40.2%
Full-time	122	123	125	127	129	135	139	143	146	148	150	28	23.0%
Part-time	500	515	530	546	586	626	659	674	694	711	722	222	44.4%
FTDE Students	4,743	4,890	5,021	5,129	5,234	5,329	5,407	5,474	5,529	5,582	5,626	883	18.6%

Fiscal Year Full-Time Equivalent Data

	FISCAL YEAR											Change From FY 2002 to FY 2012	
	Est.	Projections											
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Number	Percent
FTE Students	5,700	5,898	6,072	6,212	6,340	6,457	6,548	6,642	6,706	6,769	6,829	1,129	19.8%

Comments: Assumptions predicated on the Construction of an Educational and Technology Center; renovation of other facilities to accommodate growth. Delays in capital projects will decrease projections. Factors: Current trends; F/T, P/T mix and load; State forecasts of high school graduates; forecasts of transfer population from community colleges; trend of transfers from other universities; I/S, O/S college going population; regional population for grad programs; new academic programs; selectivity increased and diversity increased; equal mix freshmen & transfers; 80% in-state; graduation rate stable

Completed by: Bryan Price, Director Institutional Research, Assessment, & Accountability; October 15, 2001
Phone: (410)543-6023
E-Mail: rbprice@salisbury.edu



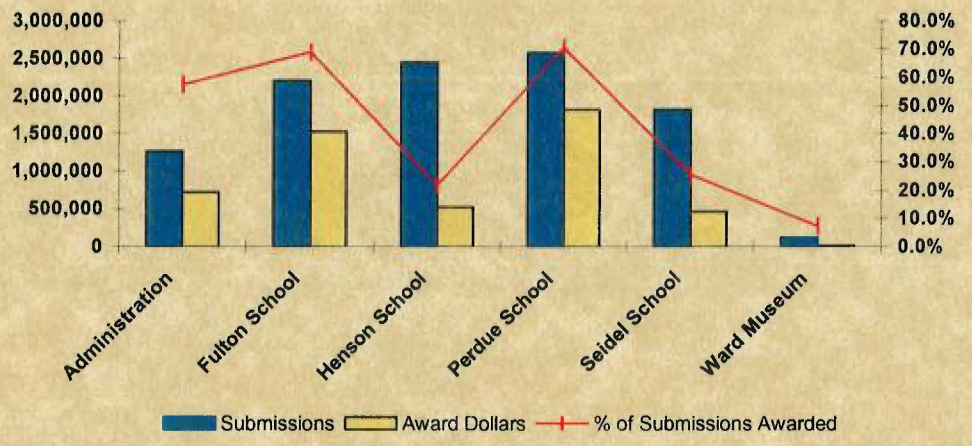
Salisbury University Campus Map

Admissions House	AD	Chester Hall	CR	Fulton Hall	FH	Manokin Hall	MK	Regent's Retreat	RR
Allenwood Offices	AW	Choptank Hall	CK	Guerrieri University Center	GC	Modern Language House	ML	St. Martin Hall	SM
Alumni House	AH	Commons Building	CB	Henson Science Hall	HS	Nabb Center	PP	Scarborough Leadership Center	SC
Architecture & Engineering	AE	Community Outreach Center	CO	Holloway Hall	HH	Nanticoke Hall	NA	Severn Hall	SV
Bellavance Honors House	HO	Conflict Resolution Center	RC	International House	IH	Philosophy House	PL	Tennis Barn	TB
Blackwell Library	BL	Devilbiss Hall	DH	Literacy & Bilingual House	LB	Pocomoke Hall	PO	University Police	UP
Caruthers Hall	CH	Dogwood Village	DV	Maggs Physical Activities Center	MC	Power Professional Building	PP	Visiting Faculty Center	VC
Central Stores Facility	CS	Faculty Development House	FD	Maintenance Building/Physical Plant	MB	President's Residence	PR	Wicomico Hall	WI
Chesapeake Hall	CP	Foundation Center	FC						

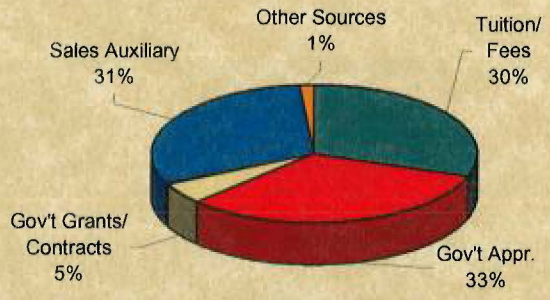
Source: Publications, 2001

Miscellaneous

External Grants: FY 2001,
Percent of Submissions Awarded from
Total Dollars Awarded



Operating Revenue Sources FY 2000



Library Collections as of Fall 2001

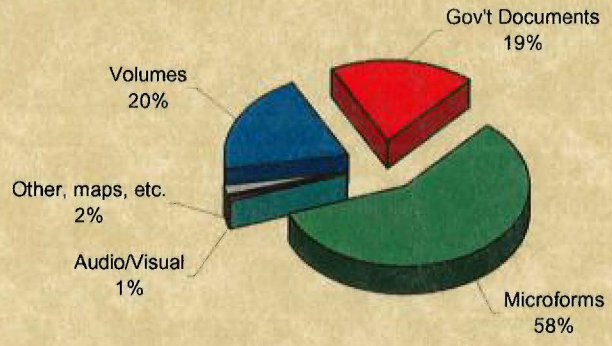


Table 1 : **Tuition and Fees**

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
Undergraduate Program						
Tuition and Fees						
Resident (per credit)	$105	$116	$121	$125	$130	**$135**
Resident	$3,608	$3,842	$4,002	$4,156	$4,312	**$4,486**
% Increase	4.9%	6.5%	4.2%	3.8%	3.8%	**4.0%**
Non-Resident (per credit)	$190	$245	$296	$308	$326	**$345**
Non-Resident	$6,918	$7,594	$8,212	$8,550	$9,048	**$9,942**
% Increase	5.6%	9.8%	8.1%	4.1%	5.8%	**9.9%**
Room (double occupancy)	**$2,550**	**$2,650**	$2,800	**$2,900**	**$3,000**	**$3,150**
% Room Increase	2.0%	3.9%	5.7%	3.6%	3.4%	**5.0%**
Board (19-meal plan)	**$2,390**	**$2,490**	**$2,590**	**$2,690**	**$2,790**	**$2,940**
% Board Increase	4.4%	4.2%	4.0%	3.9%	3.7%	**5.4%**
Total Tuition, Room & Board						
Resident	$8,548	$8,982	$9,392	$9,746	$10,102	**$10,576**
% Increase	3.9%	5.1%	4.6%	3.8%	3.7%	**4.7%**
Non-Resident	$11,858	$12,734	$13,602	$14,140	$14,838	**$16,032**
% Increase	4.5%	7.4%	6.8%	4.0%	4.9%	**8.0%**
Graduate Program						
Tuition and Fees						
Resident (per credit)	$140	$152	$158	$162	$168	**$174**
% Increase	8.5%	8.6%	3.9%	2.5%	3.7%	**3.6%**
Non-Resident (per credit)	$210	$250	$310	$318	$336	**$355**
% Increase	20.0%	19.0%	24.0%	2.6%	5.7%	**5.7%**
Facilities Fee (per credit)	$3	$3	$4	$4	$4	**$4**

o:\ftbook total enrl\tuition and fees

Figure 1:

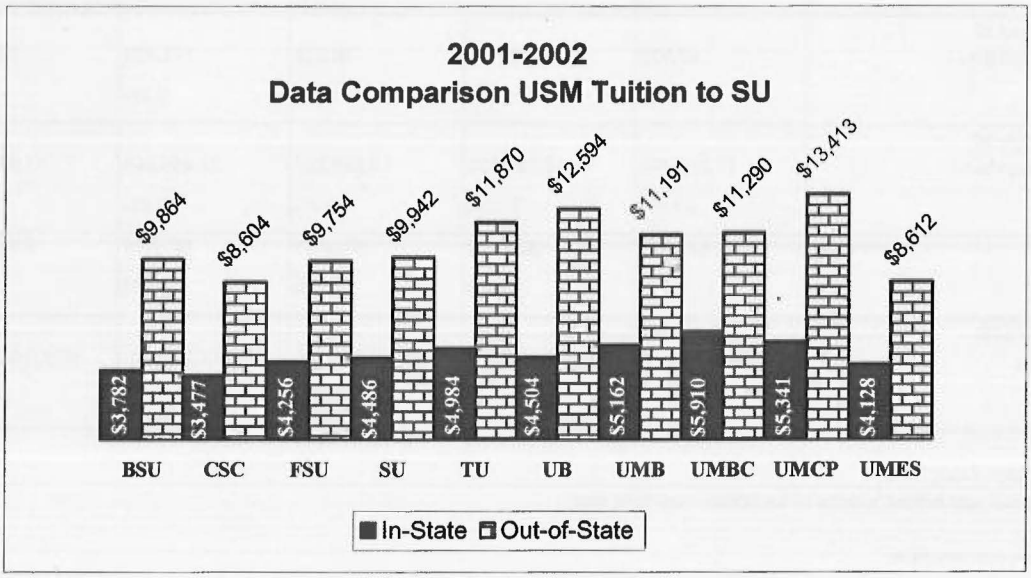


Table 2: Operating Revenue, Sources: Fiscal Year 1996 - Fiscal 2000[1]

Source	FY 1996 % of FY Total	FY 1997 % of FY Total	FY 1998 % of FY Total	FY 1999 % of FY Total	FY 2000 % of FY Total
Tuition and Fees	$17,470,084	$18,538,853	$20,548,619	$21,831,911	$22,856,888
	30.0%	30.6%	31.6%	31.4%	30.3%
Government Appropriations					
Federal	-	-	-	-	-
State	19,827,901	20,163,774	20,939,693	22,178,854	24,476,838
	34.1%	33.3%	32.2%	31.9%	32.5%
Government Grants & Contracts					
Federal-Restricted	1,496,499	1,718,169	1,922,759	2,093,971	2,248,473
	2.6%	2.8%	3.0%	3.0%	3.0%
Federal-Unrestricted	39,039	44,191	63,795	-	-
	0.1%	0.1%	0.1%	0.0%	0.0%
State-Restricted	814,549	1,189,563	545,121	1,185,434	1,181,775
	1.4%	2.0%	0.8%	1.7%	1.6%
State-Unrestricted	64,722	69,644	52,544	-	-
	0.1%	0.1%	0.1%	0.0%	0.0%
Private Gifts, Grants and Contracts-					
Restricted	68,145	68,345	678,022	128,454	335,148
	0.1%	0.1%	1.0%	0.2%	0.4%
Unrestricted	16,407	22,010	10,434	-	-
	0.0%	0.0%	0.0%	0.0%	0.0%
Sales and Services of Educational Activities	67,927	18,746	70,822	172,982	203,954
	0.1%	0.0%	0.1%	0.2%	0.3%
Sales and Services of Auxiliary Enterprises	17,815,471	18,251,720	19,614,267	21,455,360	23,039,358
	30.6%	30.1%	30.2%	30.8%	30.6%
Other Sources	541,825	523,714	576,707	567,076	1,051,770
	0.9%	0.9%	0.9%	0.8%	1.4%
Total Current Funds Revenues	$58,222,569	$60,608,729	$65,022,783	$69,614,042	$75,394,204
	100.0%	100.0%	100.0%	100.0%	100.0%

Source: IPEDS Finance Report

[1]This report runs a year behind because of the January reporting date.

O:/Factbook/revenue expenditures.xls

Table 3: Operating Revenue, Expenditures: Fiscal Year 1996 - Fiscal Year 2000[1]

Expenditures	FY 1996 % of FY Total	FY 1997 % of FY Total	FY 1998 % of FY Total	FY 1999 % of FY Total	FY 2000 % of FY Total
Educational & General Instruction	**$18,138,699** 30.2%	**$18,027,744** 29.5%	**$18,958,765** 28.6%	**$20,279,792** 30.9%	**$21,783,626** 29.2%
Research	**1,142,887** 1.9%	**1,570,087** 2.6%	**1,562,643** 2.4%	**1,774,513** 2.7%	**2,262,218** 3.0%
Academic Support	**4,064,394** 6.8%	**4,352,983** 7.1%	**4,632,965** 7.0%	**5,030,993** 7.7%	**5,508,846** 7.4%
Student Services	**3,442,300** 5.7%	**3,518,340** 5.8%	**3,414,367** 5.1%	**3,684,565** 5.6%	**3,957,079** 5.3%
Instructional Support	**6,184,479** 10.3%	**6,432,721** 10.5%	**6,981,106** 10.5%	**7,917,469** 12.1%	**8,485,863** 11.4%
Operation and Maintenance of Plant	**4,741,822** 7.9%	**5,193,778** 8.5%	**4,805,247** 7.2%	**5,184,193** 7.9%	**5,271,908** 7.1%
Scholarships & Fellowships[2]					**2,756,048**
Restricted Funds	**1,274,193** 2.1%	**1,460,441** 2.4%	**1,622,329** 2.4%	**1,693,095** 2.6%	n/a
Unrestricted Funds	**886,311** 1.5%	**980,278** 1.6%	**1,067,619** 1.6%	**1,250,365** 1.9%	n/a
Total Percentage					3.7%
Transfers					
Mandatory	**2,023,996** 3.4%	**2,465,401** 4.0%	**2,091,865** 3.2%	**2,432,921** 3.7%	**2,355,922** 3.2%
Non-mandatory	**468,856** 0.8%	**-849,264** -1.4%	**45,221** 0.1%	**247,081** 0.4%	**500,701** 0.7%
Auxiliary Enterprises	**17,760,491** 29.5%	**17,997,504** 29.4%	**21,221,091** 32.0%	**16,205,338** 24.7%	**21,647,472** 29.0%
Total Current Funds Expenditures & Transfers	**$60,128,428** 100.0%	**$61,150,013** 100.0%	**$66,403,218** 100.0%	**$65,700,325** 100.0%	**$74,529,683** 100.0%

Source: IPEDS Finance Report

[1] This report runs a year behind because of the January reporting date.

[2] Scholarships and Fellowships are no longer broken down by restricted and unrestricted funds as of FY 2000

O:/Factbook/revenue expenditures.xls

Table 4: Office of Grants and Sponsored Research Funding Report - FACT BOOK

EXTERNAL GRANTS - FY 2001	Total Submissions	Total Award Dollars	Total Cost Share	Total Annual Dollars	FY 01 Indirect Amount
Administration	$1,260,007	$722,099	$737,086	$707,099	$49,383
Fulton	$2,207,051	$1,521,607	$621,357	$1,031,082	$49,664
Henson	$2,447,759	$528,541	$345,488	$528,541	$26,805
Perdue	$2,579,509	$1,820,763	$551,675	$1,820,763	$110,130
Seidel	$1,820,734	$463,550	$528,834	$463,550	$17,704
Ward Museum	$122,507	$8,982	$103,380	$8,982	-
FY 2001 Totals	$10,437,567	$5,065,542	$2,887,820	$4,560,017	$253,686
Pending	$3,175,053				

EXTERNAL GRANTS Cumulative 1997-2001	FY 97	FY 98	FY 99	FY 00	FY 01
Proposals Submitted in Dollar Amounts	$3,156,829	$5,387,571	$7,223,563	$9,137,717	**$10,437,567**
Total Award Dollars	$1,325,984	$2,002,611	$2,370,532	$3,222,511	**$5,065,542**
Total Annual Dollars	Not Tracked	$2,185,519	$1,342,305	$2,536,169	**$4,560,017**
Percent of Dollars Awarded	42%	37%	38%	35%	**49%**
Proposals Submitted					
Administration	11	11	5	17	18
Fulton	13	12	10	13	17
Henson	19	21	30	32	31
Perdue	8	13	10	8	9
Seidel	5	5	18	21	25
Ward Museum	N/A	N/A	N/A	N/A	3
Total Submitted	56	62	73	91	103
Total Awarded	29	37	37	48	55
Percent Awarded	51%	59%	50%	52%	53%
Principal Investigators*					
***unduplicated count**					
Administration	6	6	4	10	11
Fulton	8	5	6	11	13
Henson	11	12	15	19	21
Perdue	4	5	7	4	5
Seidel	5	3	8	12	13
Ward Museum	N/A	N/A	N/A	N/A	1
Total	34	31	40	56	64
% of FT Faculty	13%	12%	15%	21%	23%
Cost Share Committed on Total Awards	$730,178	$631,179	$1,253,424	$1,823,988	$833,645

Source: SU's Office of Grants & Sponsored Research Annual Report, Fiscal Year 2001

Table 5:

LIBRARY COLLECTIONS AND TRANSACTIONS
Fall 1997 through Fall 2001

	1997	1998	1999	2000	2001
COLLECTIONS					
Number of volumes	240,007	243,698	246,294	249,710	**251,991**
Separate government documents collections	198,980	209,277	217,687	225,901	**232,267**
Microforms	653,046	668,593	686,751	700,446	**720,426**
Current periodical subscriptions	1,668	1,661	1,662	1,674	**1,678**
Audio-visual materials	29,589	29,604	10,638	10,638	**10,674**
All other library materials (maps, etc.)	23,467	23,467	23,467	23,467	**23,467**
TRANSACTIONS					
Total hours open per typical week	101	101	101	101	**100**
General Loans (Circulation)	43,142	38,109	33,536	32,687	**30,179**
Reserve Loans	23,102	17,481	15,979	14,911	**15,863**
Directional Transactions	17,397	17,907	10,397	9,933	**3,521**
Informational Transactions	27,573	22,317	20,320	17,480	**11,007**
Bibliographic Instruction					
a. Population served	997	1,737	1,586	2,021	**1,466**
b. Number of Classes	76	128	70	103	**67**
Orientations					
a. Population served	519	868	1,171	579	**1,195**
b. Number of Groups	38	47	39	31	**59**

Source: SU's Library Office

Table 6 : **Physical Facilities Inventory: 2001-02**

Building Name	Use	Year Built	Year Renovated	Total Square Footage	
				Assignable	Gross
1212 Camden Avenue	N/A	Est. 1940	N/A	1,876	2,680
Admissions Center	Offices	1930	--	5,390	7,700
Allenwood Center (Unit 300)	Offices/Lab	Est. 1972	1999	1,304	1,863
Allenwood Center (Unit 400)	Offices	Est 1972	1999	1,304	1,863
Allenwood Center (Unit 600)	Offices/Labs	Est. 1972	2001	3,560	4,042
Allenwood Center (Unit 700)	Lab	Est. 1972	2000	809	939
Architectural & Engineering Ctr	Offices	Est.1950	--	1,074	1,535
Alumni House	Alumni Support	1996	--	6,135	7,818
Athletic Storage Building	Storage	1999	N/A	2,250	2,250
Athletic Team Building	Sports	1984	--	2,178	3,403
Blackwell Library	Library	1958	1975	40,011	67,125
Caruthers Hall	Classrooms/Offices	1955	1979	33,520	53,523
Center for Conflict Resolution	Offices	1934	1994	2,042	2,917
Chesapeake Hall	Dormitory	1977	--	30,828	45,116
Chester Hall	Dormitory	1974	--	32,291	48,118
Choptank Hall	Dormitory	1972	--	32,291	48,118
Commons Building	Dining Hall	1997	--	87,212	124,589
Community Outreach	Offices	1935	1993	1,400	2,000
Devilbiss Science Hall	Classrooms/Offices	1967	--	38,153	59,886
Dogwood Village	Dormitory	1985	--	20,225	26,880
Faculty Development House	Academic	1937	--	2,590	3,085
Foundation Center	Offices	1925	2000	3,828	5,468
Fulton Hall	Classrooms/Offices	1991	--	50,706	95,000
Greenhouse	Maintenance	1994	--	4,800	5,150
Grounds Storage Building	Storage	1999	N/A	1,875	1,875
Holloway Hall	Classrooms/Offices	1924	1976	64,390	118,127
Honors House	Classrooms/Offices	1956	1994	2,762	3,946
International House	Residential	1943	1995	1,791	2,559
Language House	Offices	1929	--	2,655	3,340
Maggs Annex 1 & 2	Offices	--	--	1,920	2,560
Maggs Physical Activity Center	Classrooms/Offices	1977	--	79,796	113,904
Maintenance	Maintenance	1980	--	19,495	24,949
Manokin Hall	Dormitory	1964	--	13,612	21,735
Nanticoke Hall	Dormitory	1968	--	23,222	36,290
Philosophy House	Classrooms/Offices	1942	--	1,720	2,457
Pocomoke Hall	Dormitory	1967	--	13,599	21,735
Power Professional Building	Classrooms/Offices	1989	--	21,486	30,695
President's Residence	Residential	Est. 1930	1994	3,684	5,264
Regents Retreat	Residential	Est. 1965	1996	756	1,080
Scarborough Leadership Center	Student Organizations	2001		5,880	8,400
Severn Hall	Dormitory	1990	--	31,952	48,118
St. Martin's	Dormitory	1986	--	42,824	54,205
Storage Facility	Storage	Unknown	--	3,360	4,800
Tennis Barn	Sports	1975	--	19,500	20,000
University Center	Student Act.	1988	--	37,854	72,718
University Center Annex B	Offices	1951	1980	538	768
University Police	Offices	1965	1992	5,185	6,050
Ward Museum	Museum	1992		21,000	30,000
Wicomico Hall	Dormitory	1951	1980	13,607	21,735
Total Footage				**840,240**	**1,278,378**
	Total square footage consisting of:				
	1) Auxiliary Enterprises (dormitories, student union, dining hall)			406,746	607,569
	2) Other			433,494	670,809

Acres of Land Maintained	**143.97**

Source: Physical Plant Department

o:\fb0102\physical facilities inventory.xls

THE OFFICE OF INSTITUTIONAL RESEARCH, ASSESSMENT, & ACCOUNTABILITY

Mr. Bryan Price, Director
Ms. Maureen Belich, Research Analyst
Ms. June Dysart, Institutional Research Specialist
Ms. Deana Karpavage, Administrative Assistant
Ms. Elaine Fansler, Analyst
Ms. Kelly Brock, Student Assistant

Mission

The Office of Institutional Research, Assessment, & Accountability exists: 1) to provide management data for planning, decision-making, accreditation, assessment, and accountability, and 2) to direct multiple institutional planning, assessment, and research projects.

Vision:

The Office of Institutional Research, Assessment, & Accountability strives for distinction in providing: accurate, reliable, and timely information; data analyses; data interpretation; and recommendation regarding: institutional, local, regional, and national trends; and, multiple, complex issues.

Values

The Office and Staff of Institutional Research, Assessment, & Accountability adheres to "The Association for Institutional Research (AIR) Code of Ethics" (http://www.fsu.edu/~air/ethics.htm). Honesty, integrity, competence, and confidentiality guide our daily professional activities and we aspire continually to provide superior information and leadership. Despite our dedication to supporting continuous quality improvement in education, we uphold personal faith, family, and community service as primary priorities in our collective and individual lives.

The following individuals or offices performed an essential role in contributing to the 2001-02 Fact Book:

Mr. Bryan Price, Editor
Ms. June Dysart, Project Coordinator
Ms. Maureen Belich, Research and Data Coordinator
Ms. Deana Karpavage, Production Assistant
Ms. Elaine Fansler, Analyst
Numerous SU personnel directly responsible for programming and data entry.